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HARPER'S EDUCATIONAL SERIES

HARPER'S
SECOND READER

IN TWO PARTS

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

NEW YORK :: CINCINNATI :: CHICAGO
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PUBLISHERS' NOTE.

IN entering upon the publication of a new series of School Readers the publishers desire to call attention to some of the features which distinguish these books from others of their kind, and which they believe will commend them to all progressive educators:

1st. They have been prepared with special reference to the practical work of the school-room. The pages are not encumbered with useless matter. Whatever would be likely to divert the attention of the child from the chief object in view—that of learning to read—has been omitted, or relegated to its proper place.

2d. These books contain a larger amount of reading-matter than the corresponding numbers of any other series in general use; in the variety and interest of their lessons they are unsurpassed; their gradation is perfect; they form a complete, unbroken series; the necessity of “supplementary” Readers is avoided, and desirable uniformity as regards both matter and method is secured.

3d. The reading-lessons have been prepared with a view towards cultivating a taste for the best style of literature as regards both thought and expression. While adapting these lessons to the understanding of children, care has been taken to avoid the opposite extreme—that of overmuch simplifying. It is desirable rather to improve the child's intellectual capacity by giving him lessons a little in advance of his present attainments, than to stultify his understanding and insult his intelligence by a strained effort to make every exercise appear child-like and easy.

4th. While the paramount object of the books is to teach reading, other important and desirable features are by no means absent or overlooked. Lessons inculcating moral truths are of frequent occurrence. These lessons are such as will appeal at once to the child's better nature and strengthen his love for right-doing. Lessons intended to cultivate an appreciation of the wonderful and

the beautiful in nature, and to introduce the pupil to a knowledge of the achievements of science and art, are given due prominence. In the higher numbers of the series large space is given to subjects relating to the history and resources of our country and the achievements of the American people—thus aiding to cultivate a spirit of patriotism and love for American institutions.

5th. These Readers are supplemented by a series of brief but comprehensive suggestions for *Oral Lessons in Language*. That such suggestions may in no respect detract from the value of the lessons simply as reading exercises, they are made to occupy a place by themselves at the end of each book.

6th. Pieces to be memorized, including some of the finest gems of poetry in our language, are appended to each Reader.

7th. Only a very few new words are introduced with each lesson. Every new word is studied in connection with the lesson in which it first occurs.

8th. By means of the short word-lists appended to each lesson, and the complete list near the end of the book (wherein the pronunciation of every word is indicated by diacritical marks), pupils learn in a natural and practical manner how to use the dictionary. Each Reader is thus supplemented by a spelling-book and a dictionary, complete so far as the vocabulary of that Reader extends.

9th. The illustrations, which, like the reading-lessons, are graded to suit the class of pupils for whom they are intended, are of a high order of merit. They are the work of the best artists of this country, and have been prepared with special reference to their educational value distinct from their use as mere pictures.

10th. These Readers are not the result of hap-hazard methods or of untried theories, but are the outgrowth of the experience of practical teachers thoroughly acquainted with the most approved methods of instruction and understanding the present demands and needs of the schools.

The publishers especially desire to acknowledge their obligations to James Baldwin, Ph.D., by whom the series has been edited and prepared for the press. They also wish to express their indebtedness to Supt. O. T. Bright, of Englewood, Illinois, and Samuel Mecutchen, A.M., of Philadelphia, for valuable aid and suggestions; and to the numerous teachers who have assisted in various ways in the final revision of the series.

HARPER & BROTHERS.

Franklin Square, New York.

CONTENTS.

PART FIRST.

LESSON	ILLUSTRATED BY	PAGE
I. FRANK AND NELLIE.....	<i>Mrs. Rosina Emmet Sherwood.</i>	9
II. GOING AFTER THE COWS.....	<i>J. E. Kelly.</i>	11
III. SONG TO THE DAISY.....	<i>Margaret Johnson.</i>	13
IV. ALICE AND HER BIRD-BASKETS.....		14
V. DICK AND SPORT.....	<i>Miss Alice Barber.</i>	15
VI. THE BOY AND THE STAR.....	<i>Miss Maud Humphrey.</i>	17
VII. MORE ABOUT THE BOY AND THE STAR.....		19
VIII. THE SONG OF THE BELL.....		20
IX. BESSIE AND HER LITTLE LAMB.....		22
X. A STORY ABOUT BLOCKS.....		23
XI. FOUR PRETTY LILIES.....	<i>Mrs. Rosina Emmet Sherwood.</i>	26
XII. WHAT GEORGE ASKED THE CAT.....	<i>Miss Alice Barber.</i>	27
XIII. WHAT THE CAT TOLD GEORGE.....	<i>Miss Alice Barber.</i>	29
XIV. THE KIND OLD OAK.....		31
XV. THE BIRD'S NEST.....		33
XVI. FAIRY BERTIE.....	<i>Mrs. J. C. Shepherd.</i>	34
XVII. A DAY IN THE COUNTRY....	<i>Mrs. Rosina Emmet Sherwood.</i>	36
XVIII. THE LOST DOLL.....		39
XIX. WHAT GEORGE LEARNED ABOUT DOGS.....		40
XX. LUCK.....		42
XXI. THE TWIG THAT BECAME A TREE.....		43
XXII. MORE ABOUT DOGS.....	<i>Miss Alice Barber.</i>	45

LESSON	ILLUSTRATED BY	PAGE
XXIII. HOW THE CAT LEARNED TO DANCE.....	<i>Mrs. R. M. Sprague.</i>	47
XXIV. THE LITTLE FISHERMAN.....		49
XXV. A WORLD SO FAIR.....		52
XXVI. THE FIELD-MOUSE.....	<i>J. Carter Beard.</i>	53
XXVII. A SAIL ON THE LAKE.....	<i>Mrs. J. C. Shepherd.</i>	55
XXVIII. THE FLYING-FISH.....	<i>Dan Beard.</i>	57
XXIX. WHICH WAS THE WISER?.....	<i>Miss Fidelia Bridges.</i>	60
XXX. THE STORY OF A BIRD.....	<i>J. Carter Beard.</i>	63
XXXI. PRINCE.....	<i>Miss Alice Barber.</i>	65
XXXII. MORE ABOUT PRINCE.....	<i>Miss Alice Barber.</i>	67
XXXIII. SEVEN YEARS OLD.....		70
XXXIV. A CHILD OF THE COLD.....	<i>Frederick Dietman.</i>	71
XXXV. SEA-SHELLS.....		74
XXXVI. LITTLE BO-PEEP.....		76
XXXVII. THE SONG OF THE MERRY LARK.....		78
XXXVIII. ALICE'S SUPPER.....		80
XXXIX. THE SEAL.....	<i>J. Carter Beard.</i>	82
XL. HARRY'S PASS.....		85
XLI. GOLDEN HAIR.....		87
XLII. WILLIE GRANT.....		89
WILLIE'S LETTER TO HIS MOTHER (<i>Script by H. W. Shaylor</i>).....		92

PIECES TO BE MEMORIZED.

I. WHAT DO THEY SAY?.....	93
II. A SONG.....	94
III. LITTLE THINGS.....	95
IV. CHOICE PIECES.....	96
V. A SUMMER DAY.....	97
VI. THE LAMB.....	99
VII. SUMMER AND WINTER.....	100

CONTENTS.

PART SECOND.

LESSON	ILLUSTRATED BY	PAGE
I. A LITTLE GARDENER.....	<i>J. Carter Beard.</i>	101
II. THREE GARDENS.....	<i>Mrs. Rosina Emmet Sherwood.</i>	104
III. THE FLOWER-BED'S SECRET.....		105
IV. A CHILD OF THE FOREST.....	<i>W. A. Rogers.</i>	108
V. SNAILS.....	<i>L. Joutel.</i>	110
VI. A WISE DOG.....		113
VII. THE STORY OF THE SHEEP.....		115
VIII. GRANDMOTHER'S CLOCK.....	<i>C. D. Weldon.</i>	118
IX. A TALK ABOUT FLIES.....	<i>L. Joutel.</i>	120
X. SAVED BY A LARK. (I.).....		122
XI. SAVED BY A LARK. (II.).....	<i>W. A. Rogers.</i>	125
XII. A CHILD OF THE DESERT.....	<i>W. A. Rogers.</i>	128
XIII. THE SLEEPY LITTLE SISTER.....		130
XIV. WOOL-GATHERING.....	<i>Mrs. Rosina Emmet Sherwood.</i>	132
XV. SNOW AND BROWNIE.....		134
XVI. MOWING.....	<i>W. L. Sheppard.</i>	136
XVII. A STORY OF A TURNIP.....		139
XVIII. FISH.....	<i>L. Joutel.</i>	141
XIX. THE SIGNS OF THE SEASONS.....		143
XX. BAD APPLES.....		145
XXI. THE LITTLE OLD MAN OF THE FOREST.....	<i>Mrs. J. C. Shepherd.</i>	147
XXII. THE LITTLE RED HEN.....	<i>C. Jay Taylor.</i>	150

LESSON	ILLUSTRATED BY	PAGE
XXIII. HOW NAT WENT FISHING. (I.)		153
XXIV. HOW NAT WENT FISHING. (II.)	<i>W. L. Sheppard.</i>	155
XXV. THE EIGHT LITTLE SISTERS.	<i>Frank French.</i>	158
XXVI. THE NEW MOON.	<i>Mrs. Rosina Emmet Sherwood.</i>	161
XXVII. THE STORY OF FOUR BLIND MEN.	<i>Miss Alice Barber.</i>	163
XXVIII. FANNY.		166
XXIX. POPPING CORN.	<i>Mrs. J. C. Shepherd.</i>	168
XXX. A TALK ABOUT PLANTING		170
XXXI. MERRY WORKERS		172
XXXII. LITTLE MARY'S BOUQUET.		174
XXXIII. A CHILD OF THE NILE.	<i>W. A. Rogers.</i>	178
XXXIV. HOW EDWARD DARED.		180

PIECES TO BE MEMORIZED.

I. THE FERNS.	184
II. WHAT ROBIN TOLD.	185
III. CHERRIES ARE RIPE	186
IV. BEAUTIFUL THINGS	187
V. BED-TIME.	188
VI. DO GOOD.	189
VII. LITTLE BY LITTLE	189

SUPPLEMENTARY WORK	191
WORDS USED IN THE SECOND READER.	201

SECOND READER.

PART FIRST.

LESSON I.

FRANK AND NELLIE.



1. Here are Frank and Nellie under the big apple-tree in the garden. Frank has a kite; Nellie has a book and a fan. They have come into the garden to play.

2. One day Frank's father gave him a dog. He named the dog Rover.

3. Rover likes to be with Frank, and he follows him all day long. There he is now, lying under the tree, and looking up at his little master.

4. "Oh, come here, Frank!" says Nellie. "I have found a bird on the ground."

5. "What kind of a bird is it?" says Frank.

6. "I think it is a robin. It has tried to fly before it was old enough to do so, and it has fallen from the tree.

7. "Frank, please climb up and put it back into the nest. Why did you get out of your nest, poor little bird? You are too little to fly.

8. "I am glad the old cat did not see the bird. Rover saw it, but he would not hurt it.

9. "I see the nest, high up in the tree; and I see the mother-robin looking down at us."

NEW WORDS.

apple	master	garden
follows	Rover	enough
fallen	please	climb

TO THE TEACHER: For suggestions regarding exercises in spelling, language lessons, etc., see page 191.

LESSON II

GOING AFTER THE COWS.

1. What do you think I saw to-day when I went to bring the cows home? The sun was high, and I was in no haste.

2. Rover went with me. He was full of fun, and he ran very fast, in and out among the trees and through the tall grass.

3. He ran after some birds which he saw near the ground, but he did not catch them. He likes to see birds fly, but he would not hurt one of them if he could.

4. After a time we went down to the pond. I heard something make a noise in the water. Rover heard it too, and stopped.

5. It was only a frog sitting on a stone. All at once it jumped into the deep water and swam away



6. Then I heard some bees humming among the flowers; and I saw three of them sipping honey from the clover blossoms.

7. Rover does not like bees. He knows they will sting him if he bites them.

8. We went a little farther, and we saw a pretty humming-bird flying among the flowers. It was not much bigger than a bee.

9. I tried to catch it, but I could not get near it. Soon it flew far away to find other flowers.

10. And what do you think Rover found in the high grass? It was a little bird's-nest.

11. I have seen a great many nests in trees, but this was the first one that I ever saw so near the ground.

12. The old bird was on the nest, and she looked like a happy little mother. We did not drive her off, and so I did not see how many eggs were in her nest.

13. We went up the high hill on the other side of the pond, and there we found the cows. They were eating the green grass, and did not know that it was time to go home.

NEW WORDS.

haste	sipping	sting	clover	blossoms
among	stopped	noise	farther	humming



LESSON III.

SONG TO THE DAISY.

1. Hi ! little Daisy ! Ho !
little Daisy !
Under the apple-tree.
There is nothing about
you
To make us doubt you,
Smiling at Baby and me.
2. Hi ! little Daisy ! Ho !
little Daisy !
What does your bright
eye see ?
A bird and a clover,
With heads bending over,
Smiling at Baby and me.

NEW WORDS.

eye
bending

Daisy
doubt

smiling
bright

LESSON IV.

ALICE AND HER BIRD-BASKETS.

1. One cold day, when the ground was covered with snow, some birds flew down just under a window. A little girl named Alice was standing by the window. She saw them and wanted to feed them.

2. Her mother threw some crumbs of bread out of the window. The birds flew to the crumbs, and soon the bread was all gone.

3. The next day Alice's mother gave her three small baskets. Alice filled them with little crumbs of bread, and then her mother helped her hang them on a tree near the window.

4. Very soon the little birds came, and began to eat the crumbs out of the baskets. Alice saw them from the window.

5. She filled the baskets every day, and as long as the snow was on the ground the birds flew back to the tree for food.

6. At last the warm spring days came, and the birds flew away. The snow was all gone, and now they could find food in the woods and fields.

7. Alice was glad that she had given the birds something to eat in the cold winter days. Her mother told her to take the baskets into the house and keep them until the next winter.

8. Alice did so, and for many winters the birds came back to her for food; and they always found the little baskets, full of crumbs, hanging upon the tree near her window.

NEW WORDS.

winter	baskets	feed	filled
crumbs	hang	spring	covered

LESSON V.**DICK AND SPORT.**

1. Dick is a little dog with long, white hair. Sport is also a little dog, but his hair is black and short. These dogs are great friends, and they often play together all day long.

2. They like to go about, making calls from house to house; and everybody is glad to see them, because they are friendly and playful.

3. Sport's master does not want him to go out so much. I think that Sport knows this, for he is sure to be at home when his master comes from the city.

4. Sometimes his master ties him to a tree with a strong rope, to keep him at home. Do



you think that Sport is kept at home in **that** way? Oh no! The two dogs go making calls, just as before.

5. For a long time his master could not find out how Sport got untied. One day he saw little Dick come up and help him. Dick untied the rope with his strong teeth; then the

two dogs ran off together, as happy as dogs could be.

NEW WORDS.

ties	short	teeth	kept
rope	untied	often	friendly

LESSON VI.

THE BOY AND THE STAR.



1. There was once a little boy whose name was Arthur. If he had been a bigger boy he would have known much more. But he was only four years old.

2. "I would like to have a star all for my

own," he said one night. It was summer, and he was sitting on the door-step.

3. "I would like to have a star all for my own," he said. The sun had gone down and the stars were coming out one by one.

4. As Arthur looked at them twinkling in the sky, he thought that one after another said: "Don't you wish you had me?" "Don't you wish you had me?"

5. "I will have one of them," he said. "See that little red star so near the ground! I will run out to the road and get it. Maybe I can reach it; if I can not, then I will knock it down with a stick."

6. Down the garden walk he ran as fast as he could go, looking all the time at the red star. His dog Dash saw him go out of the gate, and ran after him.

7. Soon he came to the big road. The star was still right before him, but it was as far away as ever. Yet the little boy ran on.

NEW WORDS.

once	four	knock	Arthur	maybe
star	own	reach	thought	door-step
road	stick	years	summer	twinkling

LESSON VII.

MORE ABOUT THE BOY AND THE STAR.

1. "We will soon have it, Dash!" said little Arthur. The dog made no answer, but he looked up at the boy as if he wanted him to go back home. Arthur would not stop.

2. In a short time it began to grow very dark. A great cloud had come up, and one by one the stars were hidden by it.

3. "Little star, where are you?" cried Arthur. The black cloud covered all the sky, and he could not see which way to go. Then some big drops of rain began to fall, and the little boy was much afraid.

4. "Oh, Dash," he called out, "take me home to my mother!"

5. Dash seemed to know what his little master wanted. He came to him, and put his big nose in Arthur's hand.

6. "You must carry me, Dash, for I am very, very tired," said Arthur. "I want to go home. I want to see mother."

7. He put his arms around the dog's neck and climbed upon his back. Then Dash ran

- home as fast as he could, carrying his heavy load.

8. It was raining hard before they reached the house, and boy and dog were very wet. Arthur's brother Henry had gone out to look for them.

9. What do you think Arthur's mother said to him? And what do you think she said to Dash? I know that was the last time that Arthur tried to get a star.

NEW WORDS.

sky	grow	began	seemed
neck	cloud	tired	hidden
arms	drops	heavy	stop

LESSON VIII.

THE SONG OF THE BELL.

- Hark to the song,
The song of the bell!
It sings as it rings,
But who can tell
Why it does sing,
With its ding, dong, ding,
Or what is its song?

2. This is the song,
The song that it sings;
These are the words
The bell now rings:
"Play is done,
Work's begun;
Girls and boys
Must leave their fun."
3. Hark to the song,
The song of the bell!
It sings as it rings,
But who can tell
Why it does sing,
With its ding, dong, ding,
Or what is its song?
4. This is its song,
The song that it sings,
These are the words
The bell now rings:
"The day is done,
'Tis time for fun;
Now, girls and boys,
Your play has begun."

NEW WORDS.

leave ring song hark

LESSON IX.

BESSIE AND HER LITTLE LAMB.

1. Bessie has a pet lamb which is all her own, for her father gave it to her. She is very kind to it, and when she goes out the lamb is sure to follow her.

2. She calls the lamb Daisy. It knows its name, and when Bessie calls, "Daisy, Daisy," the lamb runs to her. Many a race do they run when Bessie comes home from school.

3. Once Bessie went away from home with her mother, and was gone a long time. While she was away, Daisy was put into a field to feed with some other lambs.

4. When Bessie came home again, almost the first thing that she did was to look for her pet. As she could not find Daisy in the yard, she ran to ask her father what had been done with her pet lamb.

5. "Daisy is in the field at the end of the lane," said he. And away ran Bessie to the field to find the lamb.

6. "Daisy, Daisy!" cried the little girl; and in a moment the lamb began to jump and

run to her. It had grown much larger while Bessie was away, but it had not forgotten her.

7. Bessie put her arms around its neck, and the lamb was so full of joy that it laid its head on her shoulder.

8. None of the other lambs in the field would let Bessie go near them. They all ran away from her; but Daisy knew better, and was not afraid.

NEW WORDS.

lane	laid	better	race	forgotten
yard	none	moment	grown	shoulder

LESSON X.

A STORY ABOUT BLOCKS.

1. Frank's father had bought him a box of blocks. He had been playing with them for a long time, and was very tired.

2. At last he climbed into his mother's lap, and said, "Please tell me a story, mother."

3. "Very well," said his mother; "I will tell you a short story about blocks.

4. "Once there was a little boy who wanted

to build houses and barns and many other things; but he could not build them, because he had no blocks.

5. "So he went to his father and said, 'Father, may I have a big box of blocks?'

6. "'You may,' said the father, 'if you will go to the toy-shop and buy them.'

7. "Away went the little boy to the toy-shop. 'I would like to buy a box of blocks, if you please,' said he to the shopman.

8. "'I have sold all that I had,' said the shopman. 'If you will ask the carpenter, it may be that he will sell you some.'

9. "The little boy ran at once to the carpenter's shop. 'Will you please sell me a box of blocks?' he asked.

10. "'I would like to make you a box,' said the carpenter, 'but I have no wood. You must find a tree that will let you have some of its wood, and then I will make your blocks.'

11. "The woods in which the trees grew were a long way off; but the little boy ran as fast as he could, and did not stop until he came to them.

12. "He stood under a large oak, and said, 'Good tree, will you give me some of your wood?'

13. "The tree said nothing ; but just at that time a woodman came by with an axe in his hand.

14. "'Kind woodman,' said the boy, 'will you please cut off one of the branches of that big tree, so that the carpenter can make me some blocks?'

15. "The woodman did as the little boy asked him.

16. "'Now, what shall I do?' asked the boy. 'The carpenter can not do any thing with this great branch until it is sawed into boards.'

17. "'My horses shall take it to the saw-mill,' said the woodman.

18. "The big branch was then put upon a cart, and the woodman's horses took it to the saw-mill. There it was sawed into many short boards.

19. "After this the carpenter took some of the boards and cut them into blocks, which he put into a pretty red box for the boy."

NEW WORDS.

buy	build	toy-shop	saw-mill
sold	blocks	shopman	branches
grew	sell	carpenter	woodman

LESSON XI.

FOUR PRETTY LILIES.



1. Four pretty lilies, just as white as snow,
Just out of reach, in the water grow ;
Four little children standing on the shore—
Four little children want the lilies four.

2. “White little lilies,” cry the children four,
“Little white lilies, can’t you come ashore?”
White little lilies answer not a word,
Though they nestle softly, just as if they heard.
Four little lilies stayed right where they were ;
Four little children couldn’t make them stir.

NEW WORDS.

lilies	shore	nestle	though
standing	ashore	stayed	stir

LESSON XII.

WHAT GEORGE ASKED THE CAT.

1. One rainy day, when he could not go out-of-doors, George thought that he would play school. Yet there was no one to play with him but his pet cat, and she was not a very



good scholar. So he thought that he would try to learn something from her.

2. "Puss! puss!" he said, "come and sit in this chair. You may be the teacher, and I will be your scholar. And I want you to

tell me some things that I would like to know.

3. "I want to know why your paws are so soft that you make no noise when you run. Why is it that your toes have such long, sharp claws in them?"

4. "I want to know how and why you hide your sharp claws in your soft paws. Then you may tell me how you can push out your claws when you run up a tree, or when you catch a mouse, and how you pull them back again.

5. "Why can you run up to the very top of a tree, when a dog cannot go up at all?"

6. "One day I saw a big dog run after you and bark at you. He was in fun, and did not mean to hurt you. But you did not know that, and so you ran up a tree, and sat on a high branch, far out of his reach.

7. "The dog did not try to get up the tree, and all he could do was to stand and bark at you. After a time he went away, and then you came down and ran into the house.

8. "If the dog could climb the tree he could not sit on the branch as you can, and he would not know how to get down.

9. "How is it that you can do so much that

he dog can not do? Come, puss, tell me all about yourself."

NEW WORDS.

rainy	sharp	claws	push	puss	pull
earn	paws	mean	chair	hide	scholar

LESSON XIII.

WHAT THE CAT TOLD GEORGE.

1. The cat began to purr softly, and George thought that she was going to speak; so he sat very still, as all good scholars do, and waited.

2. He was tired and sleepy, and yet he wanted very much to hear what the cat would say. In a little while she began:

3. "I will first tell you how I caught a mouse not long ago. One day I heard your mother say that the mice ate all her bread, and that she did not know what to do with them. So I made up my mind to catch the mice.

4. "When the sun had gone down and it was dark, I hid myself behind a big box. Soon I heard a noise, and I knew that a

mouse was at work. I heard its teeth going chip, chip, chip, as it tried to make a hole through the door.

5. "So I put one foot down softly, and then the other foot, and crept towards it. If my paws had not been so soft it would have heard me and run into its hole.

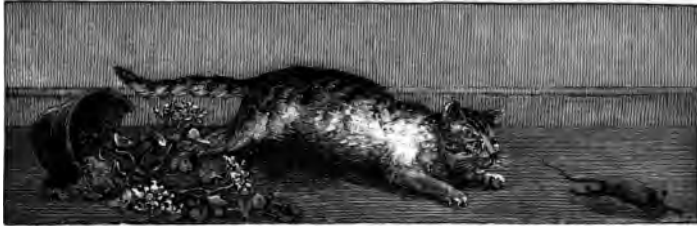
6. "Just as I was going to spring, it saw me and tried to get away. But I was too quick for it, I jumped after it, and caught it just as it was running into its hole. If my claws had not been so long and sharp I could not have held it.

7. "I must tell you something more about my claws. They grow very fast, and if I did not rub them down they would soon be so long that I could not use them.

8. "So, when I feel that they are too long, I find a nice tree with hard bark, and I scratch it until my claws are shorter and very sharp.

9. "You said that you wanted to know why I can run up trees when the dog can not. I can do so because my claws are made for climbing. The dog was made to stay on the ground, and so his claws do not help him to climb."

10. Just then Puss saw a mouse on the win-



dow-sill. She jumped after it, and as she did so she knocked a flower-pot out of the window, and made a great noise. George rubbed his eyes and looked around to see where he was. He had been asleep.

NEW WORDS.

purr	ate	quick	rubbed
caught	sleepy	scratch	window-sill
crept	chip	towards	flower-pot

LESSON XIV.**THE KIND OLD OAK.**

1. It was almost time for winter to come. The little birds had all gone far away, for they were afraid of the cold. There was no green grass in the fields, and there were no pretty flowers in the gardens.

2. Many of the trees had dropped all their leaves. Cold winter, with its snow and ice, was coming.

3. At the foot of an old oak-tree some sweet little violets were still in blossom. "Dear old oak," said they, "winter is coming; we are afraid that we shall die of the cold."

4. "Do not be afraid, little ones," said the oak. "Close your yellow eyes in sleep, and trust to me. You have made me glad many a time with your sweetness. Now I will take care that the winter shall do you no harm."

5. So the violets closed their pretty eyes and went to sleep; they knew that they could trust the kind old oak. And the great tree softly dropped red leaf after red leaf upon them, until they were all covered over.

6. The cold winter came, with its snow and ice, but it could not harm the little violets. Safe under the friendly leaves of the old oak they slept and dreamed happy dreams until the warm rains of spring came and waked them again.

NEW WORDS.

safe	harm	dreams	dropped
close	waked	violets	sweetness
slept	trust	yellow	dreamed

LESSON XV.

THE BIRD'S NEST.

1. A little bird built a warm nest in a tree,
And laid some blue eggs in it—one, two,
three;
And then very glad and delighted was she—
Very glad and delighted was she.
2. And after a time, but how long I can't tell,
The little ones crept one by one from the
shell;
And their mother was pleased, and she
loved them well—
She was pleased, and she loved them well.
3. She spread her soft wings on them all day
long,
To warm them and guard them, her love
was so strong;
And her mate sat beside her and sung her
a song—
Her mate sat beside her and sung her a
song.

NEW WORDS.

mate shell spread guard delighted

LESSON XVI.

FAIRY BERTIE.

1. One day little Bertie Green came running in from the fields. She carried something in her apron, but no one could see what it was. She went up to her mother's room. Her mother was very tired, and was resting in the big easy-chair.

2. "Oh, mother!" said Bertie, "play you are a poor woman and I am a fairy. Then we'll play three wishes. Will you, mother?"

Her mother laughed, and said that she would try.

3. "I'm so glad!" said Bertie. "Now shut your eyes, for we're going to begin. I am a fairy, and I will grant you three wishes. There's something in my apron, but no one must know what it is. Now wish."

4. "Well," said her mother, shutting her eyes, "let me think of something to wish for."

5. "That's right, mother; wish for something very nice—a flower, or a cherry, or anything!"

6. "I wish for—a flower," said her mother. very slowly.

"Here it is!" cried Bertie, handing her mother a pretty rose. "Now wish again, mother."

7. "Let me—think," said her mother again; "now, what *shall* I wish for?"

"Something to eat," whispered the fairy.



8. "Oh yes, something to eat!" said her mother. "Well—I wish—I wish for two nice cherries!"

9. "Good! good!" cried Bertie; and she gave her mother a little red bunch. "How did you know? Are they sweet?"

10. "Yes, indeed," said her mother; "and I thank you very much, good fairy. But there were to be three wishes. I can have another wish, you know."

11. "Y-e-s!" said Bertie, looking troubled, and letting go of the little apron; "only I don't know how to play any more wishes."

12. "I do," said her mother. "I wish for a kiss!" Then you should have seen the happy fairy climb up and kiss her mother again and again!

"That was the best wish of all," said her mother.

MARY MAPES DODGE, in *St. Nicholas*.

NEW WORDS.

kiss	apron	indeed	cherries
shut	fairy	Bertie	laughed
easy	grant	slowly	whispered
room	bunch	woman	troubled

LESSON XVII.

A DAY IN THE COUNTRY.

1. Little May was staying all summer in the country with her grandfather and grandmother. She had never before been on a

farm, and many things were new and very strange to her.

2. One day she and her little cousin Nat went into the meadow to see the men make hay. They had a very pleasant time, playing in the long green grass, and helping the men



rake the hay into piles, so that it could be loaded upon the wagons.

3. After a while they took a walk in the woods, and were almost lost among the trees and flowers.

4. They saw a squirrel running among the branches of the trees over their heads, and

a little rabbit ran across the path just before them.

5. On the other side of the woods was a small field where they saw some cows feeding. In the field was a pond in which were a great many white lilies. The lilies were so far from the shore that Nat could not reach them.

6. May threw some bread into the water, and five little fishes swam towards it. Just then a frog jumped into the pond and made a great noise. May did not see the fishes any more.

7. When the children grew tired of play they went back to the meadow and sat down on a pile of sweet-smelling hay.

8. Soon the bell was heard, calling the men to dinner, and the children were glad to ride home on a load of hay.

9. "I would rather ride on a load of hay in the country than in the finest hack in the city," said May.

10. Little Nat said nothing; for he had never been to the city, and had never seen a hack.

NEW WORDS.

path	rake	hack	meadow
cousin	dinner	pile	sweet-smelling
wagon	across	lost	country

LESSON XVIII.

THE LOST DOLL.

1. I once had a sweet little doll,
The prettiest doll in the world;
Her cheeks were so red and so white,
And her hair was so prettily curled.
2. But I lost my poor little doll,
As I played in the garden one day,
And I cried for her more than a week,
But I could not find where she lay.
3. I found my poor little doll,
As I played in the garden one day,
But they say she is not the same,
For her paint is all washed away;
4. And her arms are broken and gone,
And her hair's not the least bit curled;
Yet, for all those things, she is still
The prettiest doll in the world.

NEW WORDS.

world	curled	broken	least
prettily	week	paint	same

LESSON XIX.

WHAT GEORGE LEARNED ABOUT DOGS.

1. A day or two after George had had his talk with Puss, he thought that he would like to learn something about dogs; so he called Dash into the house.

2. "Now, Dash," he said, "I am going to be a scholar, and you may be my teacher, just as Puss was the other day.

3. "Puss told me all about her paws and her claws, and why she can climb a tree better than you can. Now, will you tell me about yourself, and what you can do that Puss can not?"

4. Dash wagged his tail, and looked as if he wanted to speak. George's father, who was sitting near, said, "I will do the talking for Dash. This is what he would say if he could speak, and knew all about himself and other dogs:

5. "'I can do much that Puss can not do. I can help my little master; I can work for him; and because he is so kind to me I would even give up my life for him.

6. "In some parts of the world dogs are of more use than they can be in this country. In the far North, men could not live if the dog did not help them.

7. "No grass nor grain grows in that country, and a horse could not find anything to eat. For the greater part of the time there is nothing to walk on but snow and ice.

8. "When a man builds a house he has to make it of snow, and for a window he puts a slab of ice into the wall. It is hard for him to find food, and he has to move very often from place to place. He could not do this if he had to carry all his goods on his back.

9. "But there are many dogs in that land. They can feed on the fish-bones which the men leave, and they have such long, warm hair that they do not want to live in a house.

10. "These dogs are taught to draw light sleds made in the shape of boats. In these sleds the men ride from place to place, or carry their goods over the snow and ice."

NEW WORDS.

far	wall	shape	taught
life	land	grain	wagged
slab	knew	North	fish-bones

LESSON XX.

LUCK.

1. I don't know how it came about—
I put my vest on wrong side out;
I could not change it back all day,
For that would drive my luck away.
2. And when I went to school, the boys
Began to laugh and make a noise;
But while they did so, I sat still,
And studied spelling with a will;
So when our class the lessons said,
I did not miss, but went up head!
3. While coming home I looked around,
And soon a four-leaved clover found!
I wished, and put it in my shoe,
And, don't you think, my wish came true!
It was that I might overtake
The team, and ride with Uncle Jake.
4. And so, you see, that all that day
I had good-luck in every way;

And Grandma said, without a doubt
'Twas 'cause my vest was wrong side out.

MARGARET B. HARVEY, in *St. Nicholas*.

NEW WORDS.

miss	change	spelling
luck	wrong	overtake
vest	studied	lessons
might	team	four-leaved

LESSON XXI.

THE TWIG THAT BECAME A TREE.

1. The tree of which I am about to tell you was once a little twig. There were many others like it, and the farmer came to look at them every day, to see if they were all doing well.

2. By-and-by he began to take away the older and stronger twigs, and one day he dug up this little tree and carried it away to an open field.

3. There its roots were again put into the soft warm ground, and it held its pretty head up as if looking into the blue sky. Just at sunset the farmer's wife came out to look at the new trees.

4. "I wonder if I shall ever see apples growing on these twigs," she said.

5. The little tree heard it, and said softly, "We shall see! Come, gentle rain and warm sun, and let me be the first to give a fine red apple to the farmer's wife!"

6. And the rain and the sun did come, and the branches grew, and the roots dug deep into the soft ground, and at last, one bright spring day, the farmer's wife cried,

7. "Just see! One of our little trees has some blossoms on it! I believe that, small as it is, it will give me an apple this autumn."

8. But the farmer laughed, and said, "Oh, it is not old enough to bear apples yet."

9. The little tree said nothing, but all to itself it thought, "The good woman shall have an apple this very year."

10. And she did. When the cool days of autumn came, and the leaves began to fade and grow yellow, two red apples hung upon one of the branches of the little tree.

NEW WORDS.

twig	roots	slender	fade
wife	cool	wonder	autumn
gentle	bear	farmer	open

LESSON XXII.
MORE ABOUT DOGS.



1. "Shall I help the dog to tell you something more about himself and his friends?" asked George's father.

2. "Yes," answered George. "Tell me all about the shepherd-dogs."

3. "In some countries it would be very hard to keep sheep if it were not for the help of dogs. The shepherd-dog likes to take care

of sheep; and he is never better pleased than when helping his master drive them from place to place.

4. "The man who keeps sheep is commonly called a shepherd. The dog tries always to know what the shepherd wants him to do, and then he does it at once.

5. "The sheep are not afraid of the dog, but when they are in danger they often come around him, as if they thought that he would keep them from harm.

6. "When it is time to drive the sheep to pasture, the dog looks up at his master as if asking what is to be done. Then the shepherd tells the dog that he wants the sheep to go this way or that way.

7. "The dog at once runs to see that all are in the flock, barks at them, and makes them go just where his master wants them to go. He will not sleep until he knows that every sheep is safe.

8. "When he does sleep, a word from his master will wake him, and he will at once go back to the sheep. He knows each sheep in his flock, and he can find it if it goes among other sheep.

9. "Some dogs are of great use in taking

care of their masters' houses at night. A good watch-dog knows the steps of all who live in the house; but when he hears a strange step he knows that it may mean harm, and so he barks as loud as he can to wake his master.

10. "Can you think of any other way in which dogs are of use to man?"

NEW WORDS.

lock	steps	tries	danger	shepherd
each	watch	countries	pasture	commonly

LESSON XXIII.

HOW THE CAT LEARNED TO DANCE.

1. An old cat was eating his supper in the garden. He had a nice dish of bread and milk, which one of the children had set before him. It was a pleasant night, and the cat purred for joy. All at once he cried, "What a good time it would be to dance, if there was only a fiddle!"

2. A wise little mouse was sitting near a hole, looking at the bread and milk with one

eye, and at the cat with the other. "I can teach you how to dance without a fiddle," cried he.

3. The cat was very much pleased, and cried out, "Can you? Then come and show me!"

4. The wise little mouse brought out some pretty red boots. "Put these on," said he.



"They are fairy boots, and will make you dance before you know it."

5. The cat purred louder than ever, and made haste to draw the boots over his paws. But there was wax in them, and it tickled his toes.

6. Very soon his feet began to go up and down. Then he hopped high in the air, and

jumped and danced about the garden till he could hardly breathe.

7. "Oh, do stop me!" he cried. "Take off these boots! Take off these boots!"

8. "I cannot do that," said the mouse. "I only know how to make you dance, and I have not learned how to stop you."

9. And so the poor cat had to dance all night, till the boots wore out. But the wise little mouse ate up all the bread and milk, and then sat down and laughed at him.

Adapted from *The Nursery*.

NEW WORDS.

wax	sitting	hopped	wise
dish	tickled	hardly	supper
dance	brought	fiddle	wore

LESSON XXIV.

THE LITTLE FISHERMAN.

1. There was once a little boy named Robbie, who lived very near to the shore of a great lake.

2. Robbie's father was a fisherman, and sometimes when the sun was warm and the sky

was bright and clear, he would take Robbie with him in his boat. They would often sail to the other side of the lake, and stay there all day catching fish.

3. Those were pleasant times for Robbie; and every evening when he came home he had many strange stories to tell his mother and his little sister Rose.

4. He also learned many things about the fish which live in the lake, and now and then he caught one himself.

5. One night his father said to him, "Robbie, I am going out in the new boat to-morrow. If you are ready to start when the sun begins to rise, you may go with me."

6. Robbie was very much pleased. He had never been in his father's new boat, and he thought that it would be much nicer to sail in it than in the old one.

7. So he went to bed very early and tried to go to sleep. But he could not sleep. His mind was so full of thoughts about the new boat that he lay awake a long time.

8. As soon as it was light, he dressed himself and ran down to the shore of the lake. The new boat was riding on the water, all ready to sail.

9. He climbed into the boat and sat down to wait for his father. He could see the water rippling and dancing far away over the lake, and he wanted to be going. After a while he saw his father coming from the house with a fish-net on his shoulder.

10. "Ah, father," said Robbie, laughing, "I thought that you were going to start when the sun began to rise!"

11. "And so I am," answered his father, as he untied the boat. "We will be off at once, for the fish must be waiting for us."

12. "I think that they did not sleep much if they are waiting for us so early," said Robbie. He was thinking how long he had been waiting for his father to come.

13. Robbie had a fine time on the lake that day; but long before his father was ready to go home he was fast asleep in a corner of the new boat.

How many fishes do you think he caught?

NEW WORDS.

rise	clear	fish-net	rippling
lake	start	himself	fisherman
sail	corner	evening	to-morrow
early	ready	awake	sunrise

LESSON XXV.

A WORLD SO FAIR.

1. We are little children,
Full of life and play,
Singing, ever singing,
Songs so bright and gay;
Should we not be happy
In a world so fair?
Love and joy and kindness
Find we everywhere.

2. Birdies in the tree-tops
Sing us songs so sweet;
Blossoms in the meadows
Stay our busy feet;
Winter clouds and snow-storms.
Summer sunshine bright,
Bring us sweetest pleasures,
Fill us with delight.

NEW WORDS.

busy	kindness	pleasures
snow-storms	birdies	sunshine
gay	joy	tree-tops

LESSON XXVI.

THE FIELD-MOUSE.

1. The field-mouse makes its home under logs and stones, and lives a harmless life in the fields and meadows. It wears a coat of brown and a vest of white, and builds a little round nest of grass or straw.



2. Nests have been found which had no door or opening in them, and the wonder is how the mother-mouse could feed her little ones; for, besides the want of a door, her house is not large enough to hold her and her baby-mice at the same time. But we know that she must feed them in some way.

3. A friend of mine once kept a pet field-mouse in his house. It had a box filled with

cotton for a nest, and was given the best of care.

4. But Mr. Mouse must have pushed his toes out from under the cover some night when he was dreaming, for he came to think that the room was too cold, and he must look for a warmer place.

5. So one day he could not be found in his box; and not only that, but the cotton was gone too. There was but one room into which the mouse could get, and that was the library. But how was the little pet to be found among so many books?

6. The search was begun at once. After a little while Mr. Mouse was found sleeping in the warm nest which he had carried with him, behind some books.

7. Was not that a bright trick? and can we not almost fancy we see him creeping out at night, after everybody was in bed, and sitting before the fire to warm his little feet?

Adapted from *The Nursery*.

NEW WORDS.

library	coat	trick	fancy
brown	weans	besides	harmless
straw	cotton	search	opening

LESSON XXVII.

A SAIL ON THE LAKE.



1. One fine day Robbie and his little sister Rose were playing in the white sand which the waves had washed upon the shore.

2. Their father's boat, with the sail half set, was lying not far away. It was pulling gently

at the rope with which it was tied, and looking as if it wanted to get away.

3. "Rose, how would you like to take a sail in father's new boat?" asked Robbie.

4. "Oh, ever so much," said Rose. "But you are not big enough to make it go."

5. "Yes, indeed, I am," answered the little man. "Wasn't I five years old last week?"

6. "Well, then," said Rose, "let us take just a little sail on the lake. But we must get back before dinner."

7. "Oh, never fear about that. Climb into the boat, and I will untie her. We will have a fine sail, I tell you."

8. Soon Robbie had the boat untied, and the two children stood holding on to each other as it slowly sailed out into the lake.

9. "I will see to the sail, Rose," said Robbie. "You may sit in the stern and guide the boat."

10. "That is what mother does when she goes sailing with father," said Rose.

11. The two children were highly pleased as they sailed away from the shore. They little thought of the great danger which they were in.

12. They laughed in their delight to see the boat go through the water so fast. But Rob-

bie looked a little troubled when a wave broke over the boat, and he saw that the water was deep enough in the bottom to wet Rose's shoes.

13. "Never mind, Rose," he said, "I will throw it all out with papa's dipper."

14. But just as he began, a still bigger wave came. Now the poor boy felt frightened. What if the boat should fill with water and sink?

15. But another boat was near them. Yes, it was coming right to them! How glad they were to be taken on board and carried safe home!

NEW WORDS.

waves	right	highly	bottom
half	fear	stern	dipper
gently	sink	guide	frightened

LESSON XXVIII.

THE FLYING-FISH.

1. "Tell us a story, father," said Nellie, one winter evening. "Tell us about something that you have seen in far-off lands."

2. "Would you like to hear about some fly-

ing-fishes which I once saw when crossing the sea?" asked her father.

3. "Oh yes, do tell us about them," said Nellie, climbing upon his knee. "What strange things flying-fishes must be! Do they fly like birds?"

4. "This picture will show you how they look," answered her father. He showed Nellie from a book near at hand a picture much like this one.



5. "I have seen a great many flying-fishes. Some of them are very pretty. They are often called sea-swallows.

6. "They have wings, as you see, but they are not much like birds' wings. They are only large fins, one on each side of the fish.

7. "A flying-fish can use its wings only when they are wet. As soon as they become dry, it has to drop back into the water again."

8. "Do the fishes fly very high into the air?" asked Nellie.

9. "No, they fly very near to the water, and only a little way at a time," said her father.

10. "It must be very nice to know how to fly and swim too. I think I should like that if I were a fish."

11. "You would find it very useful," was the answer; "for there is a big fish which likes very much to catch the flying-fishes and eat them. When they see him coming after them in the water, they take to their wings and fly out of his reach.

12. "But the flying-fishes are not always safe even in the air. There is a large sea-bird which is fond of fish, and when he sees them on the wing he dashes after them and tries to catch them. The only way for the fishes to save themselves is by dropping into the water again."

13. "I think the poor flying-fishes have a hard time of it," said Nellie. "The big fish wants to eat them when they are in the water, and the sea-bird tries to catch them when

they are in the air. Do they ever go upon the land?"

14. "No, my dear," answered her father; "they would very soon die if they went upon the land."

15. "Well," said Nellie, "I am glad I am not a flying-fish."

NEW WORDS.

knee	crossing	flying-fish	become
dashes	useful	picture	sea-swallows

LESSON XXIX.

WHICH WAS THE WISER?

1. One morning in the early spring a raven was sitting on one of the branches of an old oak. He felt very ugly and cross, and could only say, "Croak! croak!"

2. Soon a little robin, who was looking for a place to build her nest, came, with a merry song, into the same tree. "Good-morning to you," she said to the raven.

3. But the raven made no answer; he only looked at the clouds and croaked something

about the cold wind. "I told you good-morning," said the robin, hopping from branch to branch.

4. "You seem very merry this morning about nothing," croaked the raven.

5. "Why should I not be merry?" asked the



robin. "Spring has come, and everybody should be glad and happy."

6. "I am not happy," said the raven. "Don't you see those black clouds above us? It is going to snow."

7. "Very well," answered the robin, "I shall keep on singing till it comes, at any rate. A merry song will not make it any colder."

8. "You are very silly," croaked the raven.

9. The robin flew to another tree, and kept on singing; but the raven sat still and made himself very unhappy. "The wind is so cold," he said. "It always blows the wrong way for me."

10. Very soon the sun came out warm and bright, and the clouds went away. But the raven was as sad as ever.

11. The grass began to spring up in the meadows. Green leaves and flowers were seen in the woods. Birds and bees flew here and there in the glad sunshine. The raven sat alone on the branch of the old oak.

12. "It is always too warm or too cold," said he. "To be sure, it is quite pleasant just now; but I know that the sun will soon shine hot enough to burn one up. Then, to-morrow, it will be colder than ever before. I do not see how any one can be so silly as to sing at such a time as this."

13. Just then the robin came back to the tree, carrying a straw in his mouth. "Well, my friend," asked he, "where is your snow?"

14. "Don't say anything," croaked the raven. "It will snow all the harder for this sunshine."

15. "And snow or shine," said the robin, "you will keep on croaking. For my part, I

shall look on the bright side of everything, and have a song for every day in the year."

Which was the wiser, the raven or the robin?

NEW WORDS.

burn	croak	shine	morning
rate	raven	merry	hopping
ugly	blows	silly	unhappy

LESSON XXX.

THE STORY OF A BIRD.

1. I built me a nest
In the old oak-tree—
As pretty a nest
As ever could be.
I wove it with threads
To the oak-tree bough;
And three little birdies
Are sleeping there now.
2. One day as I sang
My "Cheer-up, chee, chee,"
A spry little squirrel
Sprang up in the tree.

I thought he was coming
Right up on the bough—
It makes my heart tremble
To think of it now.



3. I flew like an eagle
Right down through the air ;
And soon he was running,
He did not know where.
I pecked him, and pecked him,
And flew in his track ;
He will be in no haste,
I think, to come back.

NEW WORDS.

wove
sprit
threads

heart
tremble
bough

eagle
pecked
track

LESSON XXXI.

PRINCE.

1. Once upon a time there was a poor dog named Prince, who had no home to go to. He felt very hungry ; his feet were tired, and he had run up and down ever so many streets, but no one had said, "Come in, Prince !"



2. At one house there was a big, nice doorway. The dog thought that he would go into that ; so he went very softly through the gate, and looked in at an open window.

3. Then a lady who saw him went to the door, and said, "Come here, poor dog. What is the matter with you?" She did not say, "Come here, Prince," for she did not know his name; but the dog knew that she meant him, and he went right up and looked at her, as if to say, "I am lost, and I am hungry!"

4. The lady knew what he meant, although he could not talk, and she said, "Never mind, nice dog, I will feed you." So she gave him some bread and milk, and patted him on his head; and then she sent him away to find his home.

5. Two or three days after this the lady was going away to stay all summer on a small island in the sea. And the morning she was to set off the dog came again to the house; but she did not see him.

6. How Prince knew that she was going away no one could tell; but when she went into the rail-car, there was the dog, right by her side, and the train moved off with the dog on it.

7. Soon the conductor came along and asked the lady, "Is this your dog?"

And she had to say, "No, it is not my dog."

8. "Very well, then; I will put him off at

the next town." Then the conductor went away, leaving Prince looking very sad.

9. "Poor little dog!" said the lady. "What can I do for you?"

10. The great brown eyes said, "Take me with you—oh, please do!"

11. "Dear little dog, I will take you with me," she said.

12. Then the dog's tail began to wag for joy; it wagged so hard that two little boys laughed. But Prince did not care; he jumped up on the red car-seat beside his friend, and lay down with one foot in her hand.

NEW WORDS.

seat	train	Prince	rail-car	conductor
town	island	streets	hungry	door-yard
lady	meant	matter	although	patted

LESSON XXXII.

MORE ABOUT PRINCE.

1. By-and-by the train stopped at a town, and the conductor came along to take the dog out. Prince was ready for him. He barked

and growled so that everybody laughed ; and at last the lady said, "He is lost, and I will keep him."

2. After that all went well until they had to change to another train. Then a man, seeing Prince try to climb into the car, gave him



a kick ; but when he found that it was all right for the dog to get on, he offered to lift him up. Prince was afraid of him, however, and kept out of his reach.

3. Poor Prince ! The train began to move. He ran after it, but it was of no use. He could not keep up, and the lady could do nothing for the poor lost dog.

4. At the next town she stopped for some time, waiting to be taken over to the island. After a while a man came with her trunks. And there was Prince, too!

5. I can not tell you how glad she was to see him, nor how he jumped and wagged his tail and barked for joy at finding her once more. The lady thought that the man had gone back to the other town to get him. But it was not so.

6. He told her that when he went to get the trunks the dog was standing on the track. He would not go with him, but stood there, looking up and down the track until the baggage was taken out. Then, when Prince saw the trunks, he wanted to go with them, for he seemed to know that they would be taken to the lady.

7. Prince barked all the way over to the little island. He was such a happy dog, and he was in such fear of getting lost again, that for a week he would not let the lady move out of his sight.

SARAH J. PRICHARD, in *St. Nicholas*.

NEW WORDS.

kick	trunks	offered	baggage
lift	growled	however	getting

LESSON XXXIII.

SEVEN YEARS OLD.

1. I am seven years old to-day—
Seven times one are seven;
And Alice is four years older—
Seven and four are eleven.
2. My lessons are so hard to learn,
So full of figures and words;
The numbers hum in my head like bees,
Or fly away like birds.
3. The warm, bright sunshine goes to rest,
And so do the birds and bees;
They're rocked to sleep in the flower bells,
And up in the maple trees.
4. Seven times two are fourteen—
But I would not be a bee,
Even to sleep in a lily-bell,
Or swing in a maple tree.
5. Seven times three are twenty-one—
My lesson is learned and said;

I'd rather be mother's child to-night,
And sleep in my own little bed.

NEW WORDS.

seven	fourteen	lily-bell	rocked
eleven	numbers	figures	twenty-one
maple	swing	rather	hum

LESSON XXXIV.

A CHILD OF THE COLD.

1. My name is Hans. I live in the far, far North, where there are snow and ice all the year round. I would not like to live where it is warmer.

2. If the snow and ice should all melt away, we would not know what to do. For my father's house is made of snow, and I would not like any other kind.

3. Our house is a very pleasant place. It has but one small door, just large enough for father to creep through upon his hands and knees.

4. There is only one room in our house, but it is quite nice and pleasant, for it is warmed

by a big lamp which burns all the time. The lamp is filled with some kind of oil, which makes a bright light when it burns, and gives off heat. My mother cooks our food by the heat of this lamp.

5. Shall I tell you how we get our food? My father sometimes kills a white bear, and some-



times a whale is thrown up on the ice. Then we have a big dinner every day for a long time. At other times we live on fish or on the eggs of sea-birds.

6. My bed is made of bear-skins and seal-skins spread upon the snow. It is as soft and warm as any one could wish.

7. I have a pretty sled that my father made for me; and I have two white dogs that draw it over the snow. Sometimes I take long rides in it, but I must never go out of sight of our house.

8. In the winter we do not see the sun for many weeks, and there is one long night. Then it is very cold, and we stay in-doors almost all the time.

9. In the summer the sun does not set, and it is day all the while. Then we boys have a pleasant time. We play near the sea-shore and hunt for birds' eggs on the little islands.

10. Once some white men came to our house, and they told us about a warm country where there is no ice nor snow. I do not think that any one would like to live in such a queer place as that. I can not see why any one should want anything more than I have. Do you?

NEW WORDS.

melt	heat	kills	hunt
Hans	lamp	thrown	bear-skins
oil	cooks	whale	seal-skins

LESSON XXXV.

SEA-SHELLS.

1. One warm day in July, Grace went with her little sister to play in the sand by the sea-shore. They saw a great many pretty shells and stones lying about, and they began to pick them up.

2. Farther and farther they went, looking for more shells and stones, but not thinking about the sea. At last their pockets were full, and they turned to go home. But they could not move from the place, for the tide had come up, and the water was all around them.

3. "Oh! what shall we do? the water has covered our path," said Grace; and her little sister began to cry.

4. A boy who was a little way off on the sands saw the danger of the girls. He was a brave, kind boy, for he at once ran to the place and waded into the sea to help them.

5. He did not mind wading in the water, for his feet were bare, and the water was not so deep as the girls thought. But the tide was

coming in very fast, and soon the waves would cover all the rocks.

6. The boy took Grace's little sister in his arms and carried her up the beach, and placed her on dry land. Then he ran back to Grace, and holding her by the hand, led her safe to the shore.

7. Poor Grace's shoes and stockings were very wet, and she was much frightened; but she did not forget the pretty shells which she had picked up.

8. The two girls ran home at once, and told their mother how good the boy had been to them. Their mother was glad to hear how they had been taken out of so great danger. She sent the little boy a very handsome present.

9. Some of the shells which the children had picked up were quite small; but their mother showed them a very large one which she had put away in her room.

10. "See, mother, how much larger your shell is than those we have found. It is as large as a plate," said Grace, "and it holds all the shells that we picked up."

11. Their mother took it in her hand, and began to talk to them about the shells she had seen in far-off lands when she was a little girl.

12. She told them that in the warm seas of the South there are shells much larger than any found in this part of the world. Now and then they are found so large that one of them is a load for a horse.

13. She told them that sometimes one of these great shells is filled with water and used for a baby's bath-tub. What would you think of a shell so large as that? How large was the largest shell you ever saw?

NEW WORDS.

Grace	tide	plate	present	handsome
bare	pick	beach	wading	stockings
stones	waded	brave	turned	bath-tub

LESSON XXXVI.

LITTLE BO-PEEP.

1. When little Bo-Peep
Had lost her sheep,
And didn't know where to find them,
All tired she sank
On a grassy bank,
And left the birds to mind them.

2. Then the fairy, Sleep,
Took little Bo-Peep;
In a spell of dreams he bound her,
And silently brought
The flock she sought,
Like summer clouds around her.
3. When little Bo-Peep—
In her slumber deep—
Saw lambs and sheep together,
All fleecy and white,
And soft and light,
As clouds in July weather,
4. Then little Bo-Peep
Awoke from her sleep,
And laughed with glee to find them
Coming home once more,
The old sheep before,
And the little lambs behind them.

NEW WORDS.

Bo-Peep	sought	slumber
fleecy	July	grassy
glee	awoke	sank
took	weather	spell
bank	bound	silently

LESSON XXXVII.

THE SONG OF THE MERRY LARK.

1. Once there was an old gray pussy, and she went down into the meadow, where she saw a merry lark flying among the tall reeds; and pussy said, "Where are you going, little lark?"

2. And the merry lark answered, "I am going to the king to sing him a song this fine May morning."

3. And pussy said, "Come here, little lark, and I'll let you see a pretty ring round my neck."

4. But the lark said, "No, no, gray pussy; no, no! You worried the little mouse, but you shall not worry me."

5. Then the lark flew away till he came to a high oak-tree, and there he saw a gray, greedy hawk sitting. And the gray, greedy hawk said, "Where are you going, pretty lark?"

6. And the lark answered, "I am going to the king, to sing him a song this fine May morning."

7. And the gray, greedy hawk said, "Come re, little lark, and I'll let you see a pretty ather in my wing."

8. But the merry lark said, "No, no, gray, eedy hawk; no, no! You pecked at the lit-
linnet, but you shall not peck at me."

9. Then the lark flew away till he came to e side of a rock, and there he saw a sly x sitting. And the sly fox said, "Where e you going, sweet lark?"

10. And the lark answered, "I am going the king, to sing him a song this fine May orning."

11. And the sly fox said, "Come, little lark, and I'll let you see a pretty white spot on the p of my tail."

12. But the lark said, "No, no, sly fox; no, o! You worried the little lamb, but you all not worry me."

13. Then the merry lark flew away till he me to the garden of the king; and there s sat among the red clover blossoms and ng his sweetest song.

14. And the king said to the queen, "What all we do for this little lark who has sung s sweet a song to us?"

15. And the queen said to the king, "I

think we must have some May-day games for the little lark, and invite robin redbreast to sing with him."

16. So a gay robin redbreast came and sang with the lark. And the king and the queen, and all the fine lords and ladies, danced and made merry while the little birds sang.

17. And after that the lark flew away home to his own green meadow, where the old gray pussy-cat still lived among the tall reeds.

NEW WORDS.

tip	king	queen	lords
lark	worry	greedy	May-da—
game	linnet	feather	redbrea—
hawk	reeds	invite	worried

LESSON XXXVIII.

ALICE'S SUPPER.

1. Far out in the fields the wheat grows deep,
And the reapers are making the cradles
sweep;
And this is the song that I hear them sing,
While happy and loud their voices ring:

"'Tis the finest wheat that ever did grow,
And it is for Alice's supper, ho! ho!"

2. Far down the river the old mill stands;
The miller has strong and willing hands,
And these are the words which I hear him
say,
As he watches the millstones grinding away:
"'Tis the finest flour that money can buy,
And it is for Alice's supper, hi! hi!"

At home in the kitchen the fire burns
bright,
While the cook makes some bread that is
soft and light;
And this is the song she is singing to-day,
As, merry and busy, she's working away:
"'Tis the finest bread made near or far,
And it is for Alice's supper, ha! ha!"

1. Out of the kitchen comes mother at last.
And what in her hand is she bringing so
fast?
'Tis a plate full of something, all yellow and
white,
And she sings as she comes with her smile
so bright:

"'Tis the best bread and butter I ever did
see,
And it is for Alice's supper, he! he!"

LAURA E. RICHARDS, in *St. Nicholas*.

NEW WORDS.

loud	wheat	willing
sweep	kitchen	millers
butter	voices	cradles
money	reapers	grinding
flour	smile	millstones

LESSON XXXIX.

THE SEAL.

1. The seal, like the white bear, is found in the far North; it also lives in many parts of the world which are too warm for the bear.

2. There are many kinds of seals. Some seals are called sea-dogs, because the noise which they make is a little like the bark of a dog.

3. Another kind of seal is called the sea-bear. It is about as large as a bear, but it does not look at all like one. It is from the

sea-bear that we get most of the fine fur which is used for clothing. A great many of them are killed every year for their skins.



4. Another kind of seal is called the sea-lion. His head and shoulders look a little like those of a lion. He roars like a lion; but he is, after all, very harmless. His way of life is very dif-

ferent from that of a lion. He is as large as a horse, and is hunted for his oil.

5. The largest of all seals is called the sea-elephant—not because he looks like an elephant, but because of his great size. This seal is sometimes as large as an elephant. Like the sea-lion, he is hunted for his oil.

6. Some of you have seen seals in the city parks. These are the sea-dogs, which are the smallest of all seals. They are wise little animals, and some of them have been made quite tame.

7. The sea-dog is three or four feet long and it lives most of the time in the water. It can swim very fast, but it can not walk at all. When out of the water it drags itself along with its fin-like feet.

8. I once knew two seals which had been taught many tricks. Their names were Tom and Ned. They would sit up, bow their heads, shoulder a gun, shake hands, and play that they were asleep.

9. When they wanted something to eat, they rang a little bell. One would think that they were hungry all the time, for the bell was heard every few minutes, from morning till night.

10. When their master called, "Fish, Tom! Fish, Ned!" there would be a race between them to see which would get the first fish. Tom learned all these tricks from his master, and Ned learned them from Tom.

NEW WORDS.

fur	lion	size	parks	animals
how	roars	few	minutes	clothing
trags	elephant	parts	different	between

LESSON XL.

HARRY'S PASS.

1. Little Harry was five years old. Everybody loved him, for he was a bright and happy child. He thought himself a little hero, and often, with a stick for a gun, he made war upon the chickens and ducks.

2. Yet, although he was so brave, there was one animal of which he was much afraid. What do you think it was? It was a mouse.

3. In the evening when Harry went to bed he had to go through a large room where there were sometimes many mice. If he saw them running over the floor, or heard them

chipping away behind some boxes, he would begin to cry and call for his mother.

4. One evening his mother was away from home, and Harry was alone with his father. When the clock struck seven his father told him that it was time for him to go to bed.

5. "Oh, papa," said he, "will you not take me to bed? I do not like to go alone."

6. "What are you afraid of?" asked his father.

"I am afraid of the mice; and I think there are rats in there too," answered Harry.

7. "If that is all," said his father, "I can soon help you." He then took pen, ink, and paper, and wrote the following:

"To all the rats and mice in this house: You are ordered to let my little son Harry go through all the rooms of this house. You must not harm him or even touch him. Any rat or mouse that does not obey will be punished."

8. The father read the paper and gave it to

his little son. Harry took it, thanked him, said "good-night" very prettily, and went to bed. He was not afraid; for he felt that even the rats and mice would mind his father.

9. Always after that, when he went into a place where he thought there might be rats or mice, he would stop and say in a loud voice, "Rats and mice, you can not hurt me, for here is my pass from my papa." And this he did until he became a big boy and was no longer afraid of such little animals.

NEW WORDS.

ink	punished	ordered	touch	alone
five	floor	obey	pass	felt
wrote	struck	pen	even	war

LESSON XLI.

GOLDEN HAIR.

1. Golden Hair sat on her grandfather's knee—
Dear little Golden Hair, tired was she,
For she'd been as busy as busy could be.
Up in the morning as soon as 't was light,
Out with the birds and the butterflies bright,
Flitting about till the coming of night.

2. Grandfather toyed with the curls on her head ;

“What has my baby been doing,” he said,

“Since she arose with the sun from her bed?”

“Oh, ever so much !” said the sweet little one.

“I can not tell all the things I have done :
I played with my doll, I worked in the sun,

3. “And then I read in my picture-book ;
After that Alice and I went to look
For some smooth stones by the side of the
brook.

Then I came back home just in time for
tea,

And I climbed upon my grandpapa’s knee,
And I am as tired as tired can be.”

4. Nearer and nearer the little head pressed,
Until it lay upon grandfather’s breast.
Dear little Golden Hair, sweet be thy rest.

NEW WORDS.

tea	lay	fitting
golden	arose	smooth
toyed	butterflies	pressed
		breast

LESSON XLII.

WILLIE GRANT.

1. Willie Grant's home was in Scotland. He had come to this country to stay a while with his uncle and aunt. He was a little boy, but he was very bright and full of fun. He could tell many stories about the strange things to be seen on the other side of the great ocean.

2. Willie and his cousin Arthur went to school together and studied from the same books. The little Scotch boy was always ready with his lessons. No one liked to skate or to throw snowballs better than he; but he would never play until his work was all done.

3. Every day, just before the close of school, the teacher called the names of the boys. All those who had not whispered that day were to answer "Perfect." When it came to Willie's turn, he answered, "I have whispered."

4. "More than once?" asked the teacher.

"Yes, sir," said Willie.

5. "As many as ten times?"

"I can not tell," answered the boy.

6. "Then I shall put a black mark after your name," said the teacher.

7. As the boys were going home Arthur said to Willie, "Why did you not answer 'Perfect'? The teacher did not see you whisper."

8. "But I did whisper," said Willie. "I asked one boy for a book, and another for a knife. I do not know how often I whispered."

9. "Oh, we all whisper," said Arthur. "But if the teacher does not see us, there is no harm done."

10. "But do you think I would tell a lie about such a thing?" asked Willie.

11. "Oh, we don't call them lies," said Arthur. "There would be black marks for every one of us if we should always tell the teacher when we whisper."

12. "I would rather have black marks than feel that I had not told the truth," said Willie.

13. Soon the other boys found that this blue-eyed Scotch boy always told the truth. Some of them began to feel ashamed of themselves, and tried to do better than they had been doing. The teacher's book had more black marks in it than before, and yet the school was much more quiet. Was not that strange?

14. When the time for vacation came, it was

found that Willie Grant's name had more marks against it than that of any other boy. He almost cried when it was read, for he had tried hard to be perfect. But the last thing that day was a pleasant talk by the teacher.

15. "Boys," said he, "I have here a pretty book, which I am going to give to the best boy in school—to the one who has tried hardest to do right. Who shall have it?"

16. "Willie Grant!" cried all the boys at once. The boy whose name stood so low had taught them that truth is always better than a lie.

17. It was about this time that Willie wrote the letter to his mother which you see on the next page. Not long after this his father came to take him back to Scotland. He was very glad, for he wished very much to see his dear old home again.

18. It was a sad day for the school-boys when they told him good-by. But they never forgot the blue-eyed Scotch lad who always told the truth.

NEW WORDS.

aunt	truth	Scotch	against	quiet
skate	mark	perfect	ashamed	vacation
knife	ocean	snowballs	blue-eyed	Scotland

WILLIE'S LETTER TO HIS MOTHER.

Springfield, Ohio,
January 30th, 1888.

Dear Mother:

I must write and tell you how glad I was to get your kind letter. Our school is half out now, and we are to have a vacation next week. The teacher is very kind to me. We have read half through the Second Reader. I play ball with the boys when the ice is strong enough. Arthur and I skate upon the pond. We had great fun to-day throwing snowballs at one another.

My uncle and aunt are very good to me, but I would like to see my dear mother.

Your loving little boy,
Willie.

PIECES TO BE MEMORIZED.

I.

WHAT DO THEY SAY?

Hark ! hark ! my children, hark !

When the sky has lost its blue,
What do the stars say in the dark ?

“ We must sparkle, sparkle through.”

What do the leaves say in the storm,
Tossed in rustling heaps together ?—

“ We must keep the violets warm,
Till they wake in fairer weather.”

What do little birdies say,

Flitting through the gloomy wood ?—
“ We must sing the gloom away ;

Sun or shadow, God is good.”

Politeness is to do and say
The kindest things in the kindest way.

II.

A SONG.

1. Scatter in spring-time a handful of seeds,
And gather in summer a lapful of flowers.
This is the song of the birds in the
bowers,
This is the song of the wind in the reeds.
2. Down by the roadside and over the meads,
Under the sunshine and under the show-
ers,
Scatter in spring-time a handful of seeds,
And gather in summer a lapful of flowers.
3. Scatter in childhood kind words and deeds,
Scatter them everywhere through all the
hours;
Whether sky brightens or whether cloud
lowers,
Their blossoms shall come to thee ere sum-
mer speeds.
Scatter in spring-time a handful of seeds,
And gather in summer a lapful of flowers.

III.

LITTLE THINGS.

1. One step and then another,
 And the longest walk is ended;
One stitch and then another,
 And the largest rent is mended;
One brick upon another,
 And the highest wall is made;
One flake upon another,
 And the deepest snow is laid.

2. A little—'tis a little word,
 But much may in it dwell;
Then let a warning voice be heard,
 And learn the lesson well.
The way to ruin thus begins,
 Down, down, like easy stairs;
If conscience suffers little sins,
 Soon larger ones it bears.

Be kind and be gentle
 To those who are old;
For kindness is dearer
 And better than gold.

IV.

CHOICE PIECES.

For every leaf of green,
A golden leaf ;
For every faded flower,
A yellow sheaf ;
For every sunny hour,
A drop of rain ;
For every cloudy day,
The stars again.

For every dashing wave,
A pretty shell ;
For every sound of woe,
A merry bell ;
For every passing care,
A mother's kiss ;
And what could better be,
My child, than this ?

If wisdom's ways you'd wisely seek,
Five things observe with care :
Of whom you speak, to whom you speak,
And how, and when, and where.

ndreds of stars in the pretty sky ;
hundreds of shells on the shore together ;
ndreds of birds that go singing by ;
hundreds of bees in the sunny weather ;
ndreds of dew-drops to greet the dawn ;
hundreds of lambs in the purple clover ;
ndreds of butterflies on the lawn—
but only one mother the wide world over.

Do you know how many children
Go to little beds at night,
Sleeping there so warm and cosey
Till they wake with morning light?
God in heaven each name can tell ;
Knows them all, and knows them well.

Speak clearly if you would speak at all ;
Carve every word before you let it fall.

V.

A SUMMER DAY.

This is the way the morning dawns :
Rosy tints on flowers and trees,
Winds that wake the birds and bees,
Dew-drops on the flowers and lawns—
This is the way the morning dawns.

2. This is the way the sun comes up :
Gold on brooks and grass and leaves,
Mists that melt above the sheaves,
Vine and rose and buttercup—
This is the way the sun comes up.
3. This is the way the rain comes down :
Tinkle, tinkle, drop by drop,
Over roof and chimney-top :
Boughs that bend, and clouds that frown
This is the way the rain comes down.
- 4 This is the way the river flows :
Here a whirl, and there a dance,
Slowly now, then, like a lance,
Swiftly to the sea it goes—
This is the way the river flows.
5. This is the way the daylight dies :
Cows are lowing in the lane,
Fire-flies wink o'er hill and plain,
Yellow, red, and purple skies—
This is the way the daylight dies.

VI.

THE LAMB.

.. Little lamb, who made thee?
Dost thou know who made thee,
Gave thee life, and bade thee feed
By the stream and o'er the mead?
Gave thee clothing of delight—
Softest clothing, woolly, bright?
Gave thee such a piping voice,
Making all the fields rejoice?
 Little lamb, who made thee?
 Dost thou know who made thee?

1. Little lamb, I'll tell thee—
Little lamb, I'll tell thee.
He is called by thy name,
For He calls Himself a Lamb,
He is meek, and He is mild,
He became a little child.
I a child, and thou a lamb,
We are called by His name.
 Little lamb, God bless thee!
 Little lamb, God bless thee!

VII.

SUMMER AND WINTER.

1. What are the bright eyes watching
Under the Southern sun?
Oh, the roses fair in the balmy air,
And the vines that climb and run.
2. What are the bright eyes watching
Under the Northern sky?
Feathery snow, while the chill winds blow
And the clouds go drifting by.
3. What are the children doing
Alike in the cold and the heat?
They are making life gay on the darkest day
With the sound of their little feet.
4. What are the children learning
Alike in the East and the West?
That a Father's hand is o'er sea and land
That of all things, Love is best.

SECOND READER.

PART SECOND.

LESSON I.

A LITTLE GARDENER.

1. In a country on the other side of the world there lives a little bird called the Garden Bird. This bird not only builds a house for himself, but he makes a garden around it. Shall I tell you about him?

2. The first thing that he does, after he has made up his mind to build, is to find a nice spot of ground, with some kind of shrub growing near the centre of it. Then he piles green moss on the ground all around this shrub. I do not know why he does this, but I think that it is because he likes to see the moss better than the dry ground.

3. After this he brings a great many long, green twigs, which he has broken off of trees,

and sticks them into the ground around this shrub, so that they will lean against it near the top. He leaves one side open for a door. The twigs soon take root and grow.



4. After he has thus built his house, the busy little bird sets about making his garden. All around his house he clears off a space for a lawn, carrying away every stone and stick

and bit of straw that is in the way. Then he covers this space with the finest moss that he can find.

5. Upon this moss-covered lawn he lays many pretty berries and pink flowers; and as often as the flowers fade, he takes them away and brings fresh ones.

6. Now, this is a very large house and garden for a little bird. The house is sometimes **three** feet long and more than a foot high: **and** the garden is often six feet long, or even **longer**. There is enough of room in this **pretty** home for twenty birds.

7. Some boys and girls may learn a good lesson from so neat and busy a bird as this little **gardener**. I am told that the people in that far-off country think so much of these birds that **they** never harm them or their homes.

8. You may like to know how this little **gardener** is dressed. The top of his head, his **back**, his wings, and his tail are brown, and his **breast** is a greenish red. He is about as big as a robin.

NEW WORDS.

dry	lawn	pink	centre	berries
lean	moss	fresh	thus	gardener
neat	shrub	space	people	greenish

LESSON II.

THREE GARDENS.

1. Three children and three gardens
In this picture you may see ;
One has planted a lily,
And one a red-rose tree.



2. And one in the earth with a little stick
Has written her name, and then quite thick
The seeds of the water-cress has laid
In the little track the stick has made.
3. And here she sits with folded hands.
In this picture you may see
What a very patient little girl
This little girl must be.

4. And if you'd like to know her name,
Wait till the cresses grow,
And then you can see as well as she,
And then her name you'll know.

NEW WORDS.

earth	seeds	patient	folded
thick	written	planted	cresses

LESSON III.**THE FLOWER-BED'S SECRET.**

1. Once upon a time there lived a little prince named Henry. His father, the king, loved him very much, and tried in every way to make him happy. He gave him beautiful rooms to live in, and pictures, and toys, and a great many pretty books.

2. He gave him also a gentle pony, that he might ride when he pleased; and he had a nice boat made for him, that he might sail on the little lake in the king's great gardens.

3. Yet, for all this, the young prince was not happy. Wherever he went he carried an angry frown upon his face; and he was all the

time wishing for something that he did not have.

4. One day a wise man, named Sir Arthur, was sitting at the king's table when Prince Henry came into the room. He saw the frown on the boy's face, and he said to the king, "I can make your son happy, and change all those frowns into smiles, if you will send him into the country to live with me for the summer."

5. "Very well," said the king. "Take him with you, and if you do as you say you can, I will give you anything you ask."

That very day the prince went home with Sir Arthur.

6. "I have a flower-bed in my garden that can talk," said the wise man to the prince.

"That is very strange," answered Henry. "What does it say?"

7. "It has a secret," said Sir Arthur, "which it tells only to those who watch it every day. All who know the secret, and make the right use of it, may be happy every day of their lives."

"I would like to see such a flower-bed," said Prince Henry.

8. "It is right before you," said Sir Arthur.

The prince looked and saw a flower-bed which had just been made; but there was not a flower, nor even a leaf, upon it.

“Come and see it every day, and by-and-by it will tell you its secret.”

9. Prince Henry did as his wise friend told him; but although he watched the flower-bed for many days, he did not hear it speak. At last, one fine sunny morning, he found it covered with tiny plants just coming up out of the ground. He looked and saw that these plants grew in lines which made letters, and these letters made words.

10. These were the words:

*My Secret:-Do a Kindness
to some one every day.*

I am told that the prince began to make use of the secret at once, and that he became the happiest boy in all that country.

NEW WORDS.

tiny
table
told

young
secret
frown

formed
wherever
happiest

LESSON IV.

A CHILD OF THE FOREST.

1. My name is Red Cloud. I am a little Indian boy, and my father lives in the far West. I am not a wild Indian. I stay at a school in the East, where



I learn to read and to do many useful things. The school is taught by some good white people, who are very kind to me.

2. You would laugh to see my father's house. It is made of poles and twigs, and covered with bark and skins. It has no window, and the door is very low and small. Many Indians now have houses like your own, but my father and some others still live in their old wigwams.

3. Did you ever see an Indian cradle? Here is the picture of one. You can see the baby looking out of it at the top. This cradle is a kind of bag made of skins and bound to a

flat piece of wood. It is so large that when the baby is put into it only his head can be seen.

4. The Indian mother carries her baby, cradle and all, upon her back. The cradle is fastened to her shoulders by straps of bark or



skin. When she is busy at work she sometimes leans the cradle against a tree, or hangs it upon one of the branches.

5. Indians like to hunt and fish, and before the white men drove them away from their hunting-grounds they got most of their food from the water and the woods. They planted a little corn in the open spaces in the forest. When the corn was ripe the women gathered it, and ground it between two stones.

6. Before the white men came, the Indians had no guns, but they used bows and arrows. My father's bow is a very strong one, and it takes a strong man to bend it. He does not carry it often, for he says that his gun is better.

7. When I go back to my home in the far West I will teach my people how to live more like white people; and I will show them that it is better to have homes and farms than to be moving always from place to place, as many of them still do.

NEW WORDS.

flat	West	ripe	forest	wigwams
piece	East	straps	arrows	fastened
poles	wild	drove	women	Indian

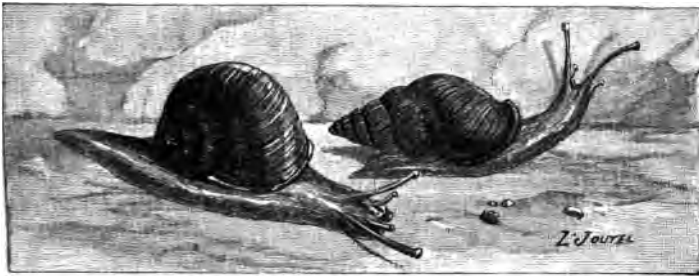
LESSON V.

SNAILS.

1. I want all the boys and girls who read this book to make good use of their eyes, and to see all the strange things that come in their way; and when they meet with helpless and harmless animals, they should not kill or hurt them, if they can avoid it.

2. The next time you see a snail, study how it is made for the life which it has to live. It has a very soft body, but a hard shell in which it lives. It can draw its body into the shell when it wishes to do so.

3. In the front of its head it has four soft horns—two long ones and two short ones. Its eyes are at the ends of the two long horns. They look like two small black spots, and



when the snail draws its horns back into its head, it draws the eyes with them.

4. If you want to make the snail come out of its shell, so that you may see it crawl and put out its horns, you can do so in this way: keep a plate in warm water until it is as warm as your hand; then dip the snail in the water and put it on the wet plate.

5. The snail will be sure to come out of its shell, and you can then see how it crawls,

though it has no legs. First it will put out its head, and then the horns will follow. When the large horns are out, you will see the eyes run up them till they reach the tips.

6. The lower part of the snail is flat, and is called the foot, because the snail crawls upon it. If you watch it as it crawls, you will see that it moves much like a worm.

7. The snail leaves a kind of slime in its path as it moves, for it can not crawl on anything that is dry. It does not waste its slime, and so on very dry days it stays in its shell; but when there has been rain, or when the dew falls at night, it comes out of its shell and crawls off in search of food, with the shell on its back.

8. In some parts of the world snails are thought to be good to eat, and are fed and made fat, and then sold for food. Some cooks stew the snails, some fry them, and some bake them. Those who eat them say that they are very good.

NEW WORDS.

fry	meet	snail	worm	waste
stew	bake	body	slime	avoid
fed	front	horns	crawl	helpless

LESSON VI.

A WISE DOG.

1. Henry had gone to the country to make a visit. He was sitting on the porch, talking with Farmer Brown, when the farmer said, "Isn't it about time you were going after the cows?"

2. Henry was used to being called upon to help everybody at home; but as this was his first visit to the farm-house, he thought it was rather strange that he should be told to go after the cows.

3. However, he rose to go; but the farmer kept on talking to him, and he could not get away without seeming rude; so he sat down to wait till the end of the farmer's story. In a short time Henry saw the cows coming up the lane, and a gray shepherd-dog driving them.

4. "Oh," said he, "I understand now. You told the dog to go after the cows. I thought that you meant me."

5. Farmer Brown laughed. "You must have thought that we were in great haste to set you

to work. Nero knew whom I meant. He was in the kitchen, and went out at the back door."

6. "Is his name Nero? It seems almost wrong to call a nice, harmless dog by that name."

Henry had been reading history, and had learned about a very bad man named Nero.

7. "Yes," said the farmer, "but the dog doesn't care. He is so wise and good that it makes us quite like the name of Nero. He knows a great many things. Nero, bring up that lamb."

8. Nero walked quietly away, and soon came back driving a lamb before him.

"Now bring the sheep." And he brought them. In a little while the sheep started back to the field. "Hold those sheep, Nero," said the farmer. Then Nero went out and stood in the gate, so as to keep the sheep in the yard.

9. "Do you believe a dog can tell one color from another?" asked the farmer.

"I never knew one that could!" answered Henry.

10. "Nero can. I have two red and two black oxen, and he will bring the one or the other as I tell him. Nero, bring up the red oxen."

11. Away went Nero, and soon came back driving a red ox and a black ox before him.

"Ha, ha!" laughed Henry. "I thought he could not tell color."

12. "Nero," said the farmer, "what did you bring that black ox for? I told you the red oxen. Now take that black one back, and bring the other red one."

13. Nero looked as if he were very much ashamed. He lost no time in taking the black ox back to the field, and it was not long until he brought the other red one.

Adapted from *The Nursery*.

NEW WORDS.

Nero	oxen	whom	quietly
color	rude	believe	farm-house
visit	porch	history	understand

LESSON VII.

THE STORY OF THE SHEEP.

1. One morning, as Henry was sitting on the porch, Farmer Brown said to him, "We are going to shear the sheep to-day. Would you not like to help us?"

Henry had never seen a sheep sheared, and was very glad to go with Farmer Brown to the barn-yard, where the men had already begun their work.

2. He found that the sheep had been put into a large pen close to the barn, while the lambs had been left in the field. The lambs were bleating loudly for their mothers, and the mothers were bleating as loudly for their little ones. Nero was kept very busy helping the men catch the sheep as they were wanted.

3. Inside the barn the shearers were at work cutting the long wool from the sheep's backs. They did this with large shears. They told Henry that all sheep must be sheared every year, when the first warm days of summer come. The wool begins growing again as soon as the old coat is cut off; and before winter comes the sheep has another thick coat ready to keep out the cold.

4. As fast as the men sheared the sheep they turned them into the field with the lambs. The old sheep, without their coats of wool, looked so strange that the lambs did not know their own mothers. It was great fun to see the lambs run from one sheep to another. When

they heard their mothers' voices everything was right again, and mothers and lambs ran out into the fields to pick the fresh grass.

5. "Do you know," said Farmer Brown, 'that in some countries there are sheep which have to carry their tails on carts? These sheep have most of their fat in their tails; and often their tails become so heavy that they have to be tied on small carts, which the sheep draw after them as they walk.

6. "The carts for sheep's tails are made of flat boards on two wheels, and look much like the handcarts which the men use who sell fish and fruit on the streets. The fat of the tail is very rich, and is used as butter."

7. Henry asked Farmer Brown many questions about the uses of sheep, and the way in which their wool is made into clothing. He learned that we get not only a large part of our clothes from the sheep, but much food also. Can you tell me what the flesh of the sheep is called?

NEW WORDS.

rich	shear	clothes	barn-yard
flesh	wheels	loudly	handcarts
fruit	inside	bleating	shearers

LESSON VIII.

GRANDMOTHER'S CLOCK.

1. It stands in the corner of grandmother's
room ;
It reaches from ceiling to floor ;
"Tick-tock," it keeps saying the whole day
long—
"Tick-tock," and nothing more.
2. Backward and forward, this way and that,
You can see the bright pendulum rock ;
"Tick-tock," it keeps saying the whole day
long—
"Tick-tock, tick-tock, tick-tock."
3. The clock never sleeps, and its hands never
rest,
As they slowly go moving around ;
And it strikes the hours with a ding, ding,
ding,
Ding, ding, and a whirring sound.
4. I wonder if this is the same old clock
That the mouse crept into one night,

And played hide-and-seek till the clock
struck one,
And then ran away in a fright.



5. Backward and forward, this way and that,
You can see the bright pendulum rock ;

"Tick-tock," it keeps saying the whole da—
long—

"Tick-tock, tick-tock, tick-tock."

NEW WORDS.

hour	whole	ceiling	pendulum
ding	fright	whirring	hide-and-seek
sound	strikes	forward	backward

LESSON IX.

A TALK ABOUT FLIES.

1 The body of a fly has three parts, one of which is the head. On its head are two large eyes. But what will you think when I tell you that each of these large eyes is made up of about four thousand small eyes!

2. Each of the small eyes has six sides. Of course these tiny eyes are placed very close to each other, for the four thousand together are not so large as a pin-head. Is it any wonder that the fly is so hard to catch? It can see every way at the same time.



EYES OF A FLY.

3. The fly's feet are also very curious. They are made so that it can walk on the wall of a room as well as on the floor; and it can even run up and down the glass in our windows.



SMALL EYES
OF A FLY.

4. The fly has no teeth. Its mouth is a kind of trunk, through which it sucks its food. It can not eat anything that is hard. Still, you know that flies are very fond of sugar, and you want to know how they can eat that. They have something to drop upon the sugar, which softens it



FLY'S LEG AND FOOT.

into a syrup; then they draw this syrup up through their trunks.

5. Flies do not breathe through their noses: I do not know that they have noses. They breathe through little holes in their sides.

I have only one thing more to tell you about this curious little creature. It always keeps itself very clean. Have you ever seen a fly rub its front legs over its head? I suppose you have often wondered why it does this.

6. The under side of the fly's feet and its

legs have tiny hairs on them. These are its hair-brushes, which it always carries ready for use. If any dirt gets on its head or face it brushes it off. Then it rubs its feet and legs together so that no dirt shall stick to them.

Do you not think that there are many boys and girls who may learn something even from a fly?

NEW WORDS.

fond	clean	softens
glass	syrup	curious
sugar	course	brushes
noses	suppose	pin-head

LESSON X.

SAVED BY A LARK.

I.

1. Little Helen was four years old. She lived in the country in a white house with green window-blinds. The house stood in a large yard, and had pretty flowers in front of it and a row of big maple-trees on each side.

2. Behind the house was an orchard, where the birds liked to build their nests and sing

their sweet songs. Helen had a swing between two large apple-trees which stood a little way from the back door. She could swing ever so high, and could almost touch the green apples on one of the branches.

3. Back of the orchard and garden stood three big red barns. These barns were full of wonders for Helen. She was always glad to go into them with her father, and see the piles of corn and wheat, the ploughs and wagons, and the many other things that were there.

4. One morning in the harvest-time Helen was standing alone upon the door-step. The sun shone bright; the robins were singing in the apple-trees; the grasshoppers were chirping in the lane; but Helen heard only the sound of the far-off reaper, as it came to her through the soft morning air. She knew that her father was with the reaper.

5. Don't you know what a reaper is? It is that with which the farmer cuts his grain when it is ripe. It is drawn by horses, and it cuts down the grain-stalks with many sharp knives, which move back and forth very fast.

6. "I think I will go out to the field and help father," said Helen to herself.

In another moment the little feet were turned

towards the harvest-field. Across the orchard and down the lane she went, carrying her sun-bonnet in her hand and talking to the grasshoppers, which somehow would get in her way. But when at last she came to the field, she saw the men and the reaper far away towards the other side.

7. Helen kept on across the field, for she thought that she would soon catch up with the men. But it did not take long for the little feet to grow very tired. Then she sat down on a sheaf of wheat and looked around her, wishing that her father would come.

8. Just in front of her the tall yellow grain was still standing. Helen wondered why her father had not cut it down. As she was looking, a lark flew out from among the grain, singing a rich, clear song. The little child clapped her hands with joy. Then she jumped from her seat and ran towards the place from which the bird had flown.

NEW WORDS.

air	stalks	flown	grasshoppers
forth	ploughs	orchard	somehow
sheaf	wagons	harvest	sun-bonnet
knives	clapped	chirping	window-blinds

LESSON XI.

SAVED BY A LARK.

II.

. "There is a nest in there, and I am going find it," said Helen to herself. She parted tall yellow wheat-stalks to right and left, and went forward, looking all about her with bright, sharp eyes. She did not have to go very far, for right before her was the nest, close enough, and in it were three little birds.

. Was there ever anything so cunning as these little heads, with their tiny bills wide open! It was such a pretty place for a nest. Helen clapped her hands again, she was happy.

. Then she sat down by the nest, but she did not touch the birdies. It was like being in a golden forest, for the grain was high above her head.

. Soon her eyes began to feel heavy, for she was very tired after her long walk. She lay down, with her head upon her arm, and in a short time was fast asleep.

5. On came the horses, drawing the great reaper with its sharp, cutting knives. Helen's father was driving, and they were coming right towards the spot where the little child was lying. Oh, Helen, little does your father think that you are hidden there in the tall grain!

6. What was it that made the farmer check



his horses all at once? Did something tell him that his dear baby was in danger? Oh no; he thought that she was safe at home with her mother. But he was a good man, with a kind heart, and he saw something that made him stop.

7. The lark was flying wildly about over the grain that was in front of the reaper. She seemed to say, "Stop! stop!" The farmer thought that he knew what she meant, and he was too kind-hearted to harm a bird's nest. So he said to one of the men, "Here, Tom, come and hold the horses. There must be a nest somewhere among this grain. I will walk in and look for it."

8. What a cry the men heard when he found little Helen fast asleep by the lark's nest! How his heart almost stood still when he thought of the danger that she had been in! He caught her up in his arms and covered her face with kisses. "Oh, my darling!" he said, "it was the lark that saved you!"

9. Yes, it was the lark, and his own kind heart, that had saved her. Helen was carried home in her father's strong arms. She could not understand what made the tears run down his cheeks.

10. It was some time before the men could go on with their work. They left the grain standing around the lark's nest, to thank her, as they said, for saving little Helen.

11. As they stood looking at the little birds in the nest, one of the men, with big tears

in his eyes, said, "God bless the birds! Come away, boys, and let the little mother feed her babies."

NEW WORDS.

bills	bless	cunning	darling
check	tears	wildly	cutting
lying	babies	kind-hearted	parted

LESSON XII.

A CHILD OF THE DESERT.

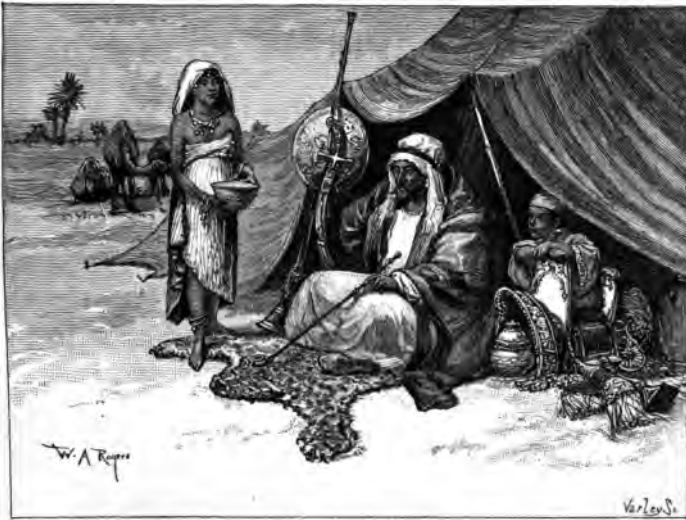
1. My name is Ali. My father is an Arab chief, and we live in the desert, where it is very hot and sandy. But my father says that the desert is the best place in the world, and I believe him.

2. We have no house; but we live in a tent, which can be taken down and put up again as often as we want to move. I can not understand how any one can be happy in a house which must always stay in the same place.

3. There are two rooms in our tent, with only a curtain between them. One of the rooms is my father's, where he sits and smokes and talks to his friends. My mother and we children have the other room for our own.

4. It is so hot on the desert that we stay in the tent and sleep almost all day. In the evening, when the sun has set, we go out and play in the sand, while my father walks here and there, looking after his horses and camels.

5. My mother and the maids busy them-



selves about the tent, getting ready the evening meal. Hagar, the maid, milks a camel, and when my father has seated himself in front of the tent she brings him a great bowl of milk

6. My mother brings him little cups of coffee, smoking hot, and my sister offers him fruit and butter and brown bread. When my father has finished his meal, we children and our mother eat our supper in the tent. Hagar and the other maids wait on us, and then eat of what is left.

7. We do not stay long in the same place but move very often. I would not like to live in a house. When I become a man I will be a brave chief like my father.

NEW WORDS.

Ali	bowl	coffee	Hagar	curtain
tent	meal	maids	camels	finished
Arab	chief	desert	smokes	sandy

LESSON XIII.

THE SLEEPY LITTLE SISTER.

1. I sat, one evening, watching
 A little golden head
 That was nodding over a picture-book ;
 And after a while I said,
-

"Come, darling, you are sleepy ;
Don't you want to go to bed ?"
"No," said she, "I am not sleepy,
But I can't hold up my head.

2. "Just now it feels so heavy—
There isn't any use ;
Do let me lay it down to rest
On this picture of Mother Goose !
I will not shut my eyes at all,
And so you need not fear ;
I'll keep them open all the while
To see this picture here."

3. And then, as I said nothing,
She settled for a nap.
One curl was resting on the frill
Of Mother Goose's cap ;
Her arms were round the children small
Who lived in the wondrous shoe :
"Oh dear !" thought I, "what shall I say ?
For this will never do !"

4. I sat a while in silence,
Till the clock struck its "ding, ding,"
And then I went around and kissed
The cunning little thing.

The violet eyes wide opened
As I kissed her, and she said,
"I am not sleepy, sister,
But I guess I'll go to bed."

NEW WORDS.

nap	guess	wide	wondrous
frill	need	curl	nodding
goose	settled	silence	kissed

LESSON XIV.

WOOL-GATHERING.

1. Frank and Bessie were going with their brother Paul to the meadows to spend the day. Paul was his father's shepherd. He liked to be in the green fields where he could watch his sheep and listen to the singing birds.

2. Frank was too small to wade the brook which they had to cross before coming to the meadows, but Bessie took off her shoes and stockings, and, laughing, followed the sheep through the clear rippling water.

3. The sheep ran here and there through the clover, eating the green leaves, and scar-

the bees from the blossoms. It was the time of roses, and many wild-roses grew along the walls and fences, and Frank and Bessie



filled hat and apron with the sweet-smelling flowers.

4. Paul sat in the shade of a tree, looking after his flock, and watching the birds, the flowers, and the bees. He blew his horn when it was time for lunch, and the children ran to him, gay with blossoms, and eager to tell him what they had seen.

5. "Paul, Paul," said Bessie, "we saw such a funny sight! Some little birds came down and took a ride upon the backs of the sheep."

6. "And what do you think they were there for?" asked Paul.

"I do not know, unless it was for a ride,"

said Bessie ; "and all the time they were pulling out wool, and—"

"And they flew away with it," said Frank.

7. "I know," said Paul ; "they were wool-gathering. I have often seen them pull as much as they could carry, and then fly away with it. They use it to line their nests, and thus make a soft, warm home for their little birds."

8. This pleased the children very much, and they were eager to watch the birds still more, and to learn how they built their nests. After lunch they rested in the shade, while the sheep lay down in the tall grass ; and when evening came they followed the flock home.

NEW WORDS.

blew	listen	spend	eager	scarin
Paul	lunch	shade	fences	unless

LESSON XV.

SNOW AND BROWNIE.

1. I once had two pet rats which had been taught many tricks. Do you think they were queer pets? But they were not common rats.

One was called "Snow;" it was quite white, and had pink eyes. The other was named "Brownie;" it was also white, but its head was brown. My uncle gave them to me when they were but little larger than mice.

2. The rats knew their names, and would come quickly when they were called. They were not kept shut up in a cage, but were free to run about the house as they pleased.

3. As I have said, they had been taught a great many tricks. They would sit on the table at meal times, and take anything that was offered them. They would hold the food in their fore-paws while eating it.

4. They never stole anything from the plates. They were very fond of butter, and would let themselves be hung up by their hind-feet while they took a piece of butter from a plate or a finger.

5. Sometimes I would put the rats into a hat and leave them in the hall. Then I would go into another room and call them by name. Out of the hat they jumped, across the hall they ran, and soon they were climbing up my coat. Then they would hunt in every pocket for a little piece of bread-and-butter which they knew was kept there for them.

6. Even to strangers they were gentle and harmless. They would not come at the call of a stranger, nor play any of their pretty tricks for him, but they would sit quietly to be stroked and patted, and never try to bite. It was a sad day for me when a cruel old cat found them and made a meal of them.

NEW WORDS.

free	hind-feet	cruel	common
hall	sad	finger	quickly
fore-paws	stole	stroked	stranger

LESSON XVI.

MOWING.

1. Into the fields both young and old
 With gay hearts went.
 The harvest fields were green and gold,
 All flowers and scent.
2. And first among them was Farmer Mack,
 With his two grandsons, John and Jack—
 Two eager boys, whose feet kept time
 In a restless way to this short rhyme :

Sharpen the scythe and bend the
back,
Swing the arm for an even track ;
Through daisy blooms and nodding
grass,
Straight and clean must the mower
pass.



There are tasks that boys must learn, not
found
In any book—
Tasks on the harvest and haying ground,
By wood and brook.
“When I was young,” said Farmer Mack,
“There were few who could mow a cleaner
track ;

But you must take my place to-day,
 Cut the grass and scatter the hay.
 So sharpen the scythe and bend the
 back,
 Swing the arm for an even track;
 Through daisy blooms and nodding
 grass,
 Straight and clean must the mow
 pass.

- 4 "Straight and clean is the only way—
 You'll find that out—
 In other things than cutting hay,
 I have no doubt.
5. "So be sure, through the nodding grass,
 Straight and clean with your scythe to
 pass;
 It is far better than any play,
 To mow the grass and to toss the hay.
 Then sharpen the scythe and bend the
 back,
 Swing the arm for an even track;
 Through daisy blooms and the fresh
 green grass,
 Straight and clean must the mow
 pass."

3. Such was the song that Farmer Mack
Sang with his grandsons, John and Jack;
And all the while, to this short rhyme,
In a restless way their feet kept time.

NEW WORDS.

scint	toss	hayng	mower
rhyme	blooms	scythe	sharpen
asks	grandsons	restless	scatter

LESSON XVII.

A STORY OF A TURNIP.

1. One day a poor working-man found a very large turnip in his garden.

"I will carry it to the king," said he, "and offer it to him as a gift. He is always pleased when we have good crops in our gardens and fields."

2. So he carried the turnip to the castle. The king took it, and admired its great size and beauty. Then, after saying some kind words to the poor man, he gave him three gold-pieces.

3. Now, there was a farmer living near the village who was very rich, and who was always wanting to be richer. He heard about

the kindness which the king had shown to the poor working-man, and about the money which he had given him.

4. "I have a big calf," said he—"the largest and finest calf in this country. I will take it to the king and offer it as a free gift. If he gave three gold-pieces for a turnip, how much more will he give for such a beautiful calf!"

5. So he tied a rope around the calf's neck and led it to the castle.

"My good king," he said, "here is a calf which I have fed and brought up with great care, so that I might show my love for you by offering you a gift. I pray that you will take it with my best wishes."

6. But the king understood what was in the mind of the farmer, and he said that he did not want any calf. The man begged very hard that he would take the gift. He would never be happy, he said, if he should have to take the calf back home.

7. "Very well," said the wise king; "since you wish me to do so, I will take it. And that you may know how well I think of you, I will give you a present which cost me at least three times as much as your calf is worth."

8. Saying these words, he gave the farmer

he big turnip which had led to this gift-making. And the farmer, as he went sadly home, thought to himself that, for one time in his life, he had done a very foolish thing.

NEW WORDS.

gift	pray	turnip	calf	admired
rops	shown	worth	castle	foolish
lost	village	sadly	honored	begged

LESSON XVIII.

FISH.

1. Look at this fish. It does not walk on the ground like the horse or dog, for it has no



legs. It does not fly in the air, for it has no wings. It does not crawl like the snake, nor jump like the frog.

2. It has no fur, nor hair, nor feathers, but its body is covered with hard, flat scales which look a little like the shingles of a house. It can live only in the water, and when it is taken out of the water and laid upon the ground it soon dies.

3. As it has no legs, it can not run back into the water; but when it is in the water it can swim very fast by the help of its tail and fins. It feeds on worms, grubs, and other fish smaller than itself.

4. Now, how can fish live when they pass all their time in the water? If we were put under the water for a short time we should die; and yet that is the only place in which a fish can live.

5. Just as fish have fins instead of legs, and scales instead of hair, so they have gills instead of lungs; and they do not breathe in the same way that we do. When we breathe we draw air into our lungs; and if water instead of air came into our lungs we should die.

6. But a fish has no lungs. On each side of its head it has rows of gills. When it breathes it takes water through its mouth, and makes it pass over its gills. There is always some air

mixed with the water, and it is by taking this air from the water as it passes over its gills that the fish breathes.

7. Some fish live only in the sea ; they would die in the water of a river, a lake, or a pond where there is no salt. Then, other fish can live only in fresh water, and would die in the sea. A few fish can live in either salt water or fresh water, and they pass about half their time in each.

NEW WORDS.

salt	die	either	mixed	instead
river	snake	grubs	lungs	shingles

LESSON XIX.

THE SIGNS OF THE SEASONS.

1. What does it mean when the bluebird comes
And builds its nest, singing sweet and clear?
When violets peep among blades of grass?—
These are the signs that Spring is here.
2. What does it mean when berries are ripe?
When butterflies flit and honey-bees hum?

When cattle stand under the shady trees?—
These are the signs that Summer has
come.

3. What does it mean when the crickets chirp,
And away to the south the robins steer?
When apples are falling, and leaves grow
brown?—

These are the signs that Autumn is here.

4. What does it mean when days are short?
When leaves are gone and brooks are
dumb?

When fields are white with drifted snow?—
These are the signs that Winter has come.

5. The old stars set and the new ones rise,
The skies that were stormy grow bright
and clear;
And so the beautiful, wonderful signs
Go round and round with the changing
year.

NEW WORDS.

bluebird	stormy	wonderful	dumb
blades	cattle	crickets	changing
signs	shady	steer	drifted

LESSON XX.

BAD APPLES.

1. One day Robert's father saw him playing with some bad boys. He had known for some time that his son was learning bad habits, and now he knew the cause. He was very sorry, but he thought it best not to punish Robert at that time.

2. In the evening he brought from the orchard six beautiful apples. He gave them to Robert, telling him to lay them away for a few days until they became mellow. Robert thanked his father, and laid them upon a plate in his mother's pantry.

3. Just as he was putting them away, his mother laid on the plate a seventh apple, which was quite rotten, and asked Robert to let it stay there.

4. "Father," said Robert, "the rotten apple will spoil all the others."

5. "Do you think so? Why should not the good apples rather make the bad one good?" asked his father. And with these words he went to the door of the pantry and walked away.

6. Eight days afterwards he asked his son to open the door of the pantry and take out the apples. What do you think Robert found? The six apples which had been so sound and good were all rotten.

7. "Oh, father!" he cried, "this is just what I expected when you told me to leave the rotten apple on the plate. Did I not tell you that the bad apple would spoil the good ones?"

8. "My boy," said his father, "I have often told you not to play with bad boys; for, just as the rotten apple has spoiled all the good ones, so the company of such boys will make you bad. You have not cared for what I said; and so I have tried to teach you a lesson with these apples."

9. Robert never forgot the lesson which his father had thus taught him. When any of the bad boys who had once been his playmates asked him to join in their games, he thought of the rotten apples and turned away from them.

NEW WORDS.

spoil	son	sorry	playmates	company
eight	rotten	seventh	join	pantry
cause	habits	mellow	Robert	expected

LESSON XXI.

THE LITTLE OLD MAN OF THE FOREST.

1. Once upon a time a poor little boy, the son of a widow, went out into the meadows to gather wild strawberries. He knew all the places where the berries grew thickest and sweetest. And as he gathered the ripe fruit, he sang many a merry song.

2. Soon his earthen dish was full, and the boy started for home. As he was walking along a narrow path near the forest, he heard a voice saying, "Pray, give me thy berries."

3. The lad turned in fright, and saw an old man with a long gray beard and worn, faded clothing. The man looked kindly upon him as he said again, "Pray, give me thy berries."

4. "But," said the lad, "I must take the berries to my mother. She is very poor, and she sells the berries for bread for me and my little sister."

5. "And yet," said the old man, "I have a sick child at home who would like your berries very much. She would get well and strong if she only had some of them to eat."

6. The lad felt very sorry for the poor old man and the sick child. He thought to himself, "I will give him the berries, and if I keep very busy I can fill my dish again before night." Then he said to the old man, "Yes,



you may have them. Shall I put them in the empty dish which you carry?"

7. "I will take your dish, with the berries in it as they are, and will give you mine in place of it," was the answer. "Your dish is old, and mine is new—but no matter."

8. And so the lad gave the old man his—

berries, and took the new but empty dish ; and the gray-bearded man thanked him with a smile, and walked quickly away.

9. The boy took the dish and turned back into the meadows. Soon he came again to the place where the berries grew quite thick. They were riper and larger than any he had seen before. He worked very busily, and it did not take him long to pick more than he had at first.

10. When he reached home at last he told his mother all about the poor man to whom he had given his first berries, and he showed her his new dish.

11. "Ah, happy are we, my child !" she cried. "The dish is pure gold. See how it sparkles ! It was the little old man of the forest whom you met. He gave you this dish because of your kindness of heart. Now, thanks to him, we shall not want for bread ; and we will never forget to help the poor and the sick, and those who are sorrowful."

NEW WORDS.

lad	empty	widow	gray-bearded
pure	narrow	sparkles	worn
beard	earthen	sorrowful	strawberries

LESSON XXII.

THE LITTLE RED HEN.

1. Little Red Hen looked busily round
In search of a bit to eat,
Till, hid in the straw and chaff, she found
A plump little grain of wheat.
“Now, who will plant this wheat?” she cried.
“Not I!” the goose and the duck replied.
“Not I!” said the dog and the cat.
“Not I!” said the mouse and the rat.
“Oh, I will, then!” said Little Red Hen;
And scratched with her quick little feet,
Till a hole she dug, and covered it snug,
And so she planted the wheat.
2. Little Red Hen gave tender care;
The rain and the shine came down;
And the wheat grew green and tall and fair,
Then turned to a golden brown.
“Now, who will reap this wheat?” she cried.
“Not I!” the goose and the duck replied.
“Not I!” said the dog and the cat.
“Not I!” said the mouse and the rat.

“Oh, I will, then!” said Little Red Hen ;
And so, in spite of the summer heat,
She cut it at will with her trim little bill,
And so she reaped the wheat.



Little Red Hen, as she peeped about
From her snug little nest in the hay,
Wished now that the wheat were all threshed
out,
And ready for the mill that day.
“Now, who will thresh this wheat?” she cried.
“Not I!” the goose and the duck replied.

"Not I!" said the dog and the cat.

"Not I!" said the mouse and the rat.

"Oh, I will, then!" said Little Red Hen;

And, having no flail, she beat

With her wings of red on the grain instead,

And so she threshed the wheat.

4. Little Red Hen had still no rest,

Although she had worked so well;

She thought of the chicks in her snug little nest,

How soon they would peep in the shell.

"Now, who will go to the mill?" she cried.

"Not I!" the goose and the duck replied.

"Not I!" said the dog and the cat.

"Not I!" said the mouse and the rat.

"Oh, I will, then!" said Little Red Hen;

And she made a sack so neat,

With corn-silk thread and a corn-husk red,

In which she carried the wheat.

5. Little Red Hen then made some bread

That was white and light and sweet;

And when it was done, she smiled and said,

"We'll see who is willing to eat.

"Now, who will eat this bread?" she cried.

"I will!" the goose and the duck replied.

"I will!" said the dog and the cat.

"I will!" said the mouse and the rat.

"No doubt," said the hen, "if you get it!"
and then

(How the lazy rogues longed for the
treat!)

She called to her chicks—she was mother
of six;

And that was the end of the wheat.

EUDORA S. BUMSTEAD, in *St. Nicholas*.

NEW WORDS.

lazy	flail	spite	thresh	corn-silk
peep	sack	chaff	plump	corn-husk
trim	treat	busily	replied	rogues

LESSON XXIII.

HOW NAT WENT FISHING.

I.

1. Little Nat was left alone for the day with his nurse. His father and mother and brother Tom had gone to the city, and would not be home till night. Nat did not like it when the nurse washed his face; and when she

combed his hair he kicked and screamed. Was there ever any little boy so bad?

2. When nurse went to get a clean frock for him, he ran out of the house. He did not stop until he reached the barn. There the first thing that he saw was Tom's fishing-rod.

3. "I guess I'll go and catch a fish for supper," said the little boy; "but I'll not give nurse any of it!"

4. In a very short time Nat was on his way across the fields. On one shoulder was the long rod, and in his hand was the can of bait which Tom had made ready for himself.

5. The pond lay behind his father's farm, and near the house of a gentleman named Lee. Little Nat walked very fast until he came to the water, and then he sat down on a stone to untangle his line. At last the line was ready, and Nat began to bait his hook.

6. Oh, how very bad the worms were! The first twisted itself about so much that it had to be thrown away; the next was dead, and so good for nothing; the third, after much trouble, was put upon the hook. Then the little fisherman ran down the bank and threw his line into the water.

Nat soon felt something jerk at his line. He tried to pull it in ; but the hook had caught upon a snag, and he could not get it loose. At last he gave a strong jerk ; the line broke, and Nat fell into the water.

NEW WORDS.

nurse	bait	screamed	gentleman
frock	loose	combed	untangle
third	twisted	broke	fishing-rod

LESSON XXIV.**HOW NAT WENT FISHING.****II.**

Poor Nat gave a scream, and then sank out of sight. As good luck would have it, Mr. Lee was walking in his garden, and when he heard the splash and the scream, he jumped over the fence and ran quickly to the edge of the pond. When little Nat rose near the shore, Mr. Lee caught him by the arm and lifted him up on the bank.

Nat was very pale, and his eyes were

Mr. Lee carried him into the house, wrapped him in warm blankets, and cared



for him very kindly. In a short time our little hero opened his big blue eyes and looked around.

3. "I want my mother!" he cried. But he stopped short when he saw Mr. Lee standing by him.

4. The kind old gentleman smiled. "What is your name, little boy?" he asked; for Mr. Lee had but very lately come to that place, and this was the first time he had seen Nat.

5. "My name's Nat!" was the answer.

"Well, Nat what?"

"Just Nat; that's all!"

"Then what is your father's name?" asked Mr. Lee, still smiling.

6. "Why do you tell me so many questions?"

Nat, beginning to cry again. "Let me go my mother! I don't like to be here."

Mr. Lee gave him a cake. Then he took him in his arms and carried him across the street to the high-road. On their way they met the nurse.

"Oh, Master Nat, what a fright you gave me," she cried, as she took him in her arms. "Thank you, sir, for bringing him home. I have looked everywhere for him, high and low. Where did you find him?"

Mr. Lee told her. But her fright did not trouble Nat.

That evening Nat sat on his father's knee and told all about what had happened to him when he went fishing.

"But, Tom," he cried, as he thought of it for the first time, "I forgot to bring your fishing-rod home!"

"Never mind, my little man," said his mother. "We are glad enough to get our boy home. Now ride up to bed on your papa's horse!"

NEW WORDS.

splashed	kindly	wrapped
lifted	blanket	everywhere
lately	scream	high-road

LESSON XXV.

THE EIGHT LITTLE SISTERS.

1. Would you like to hear the story that our teacher told us about eight little sisters who lived in a pretty green house? The house was a tiny one, and the eight sisters had to sit very close together. They lived in the house until it grew old and yellow and dry.

2. One day in autumn the little house split open, and the eight sisters fell out of it. The wind carried three of them far away, and they were never seen again. Three others fell outside of the garden fence, and a chicken picked them up and swallowed them. The other two fell in a warm, sheltered spot near their old home, and there they lay for a long time.

3. After a while the autumn rains came, and brought down some sand and soil from the hillside, and covered up the two little sisters so that nobody knew where to find them. And they went to sleep, and slept all winter and a part of the spring. Indeed, they would not have waked at all if the warm rains of April *had not* shaken them a little.

4. Early in May they heard the violets calling softly to them, "Come up, little sisters; come up into the glad sunshine." And so it was not long until they began to peep out of the ground. How glad they were to see the light, and to breathe the warm spring air! The world had never seemed so pleasant to them; the sun had never been so bright; the birds had never sung so sweetly.

5. "Let us grow as high as the trees," they said, "and then we will be near the sun." And they grew as fast as they could, and were soon so tall that they could not hold themselves up.

6. "What shall we do now?" they said. "We are not so strong as we thought we were, and we shall never get as high as the tree-tops!"

7. "Oh, mother!" cried a little girl who was looking out of her window, "come and see my pretty morning-glory vines. Who could have planted them here? I must give them some strings to climb. I believe that if I take care of them they will climb to the top of my window before the summer is over."

8. That is the story that our teacher told us. The next day we planted eight morning-glory seeds under one of the windows of our school-

house. When the vines were ready to climb, we gave each of them a string reaching to the top of the window. Soon we had pretty blue and white trumpet-like flowers looking in at us every morning.



9. The girls and boys were sorry that the flowers did not stay open all day ; but every morning when we went to school there were

other flowers just as bright waiting to say
“Good-morning” to us.

NEW WORDS.

split	shaken	sheltered
vines	nobody	morning-glory
April	outside	swallowed
soil	hillside	trumpet-like

LESSON XXVI.

THE NEW MOON.

1. Oh, mother, how pretty the moon looks to-night!

She was never so cunning before;
Her two little horns are so sharp and so bright,
I hope they'll not grow any more!

2. If I were up there with you and my friends,
We'd rock in it nicely, you'd see;
We'd sit in the middle, and hold by both ends—

Oh, what a bright cradle 'twould be!

3. We'd call to the stars to keep out of the way,
Lest we should rock over their toes ;
And there we would stay till the dawn of
the day,
And see where the pretty moon goes.



4. And there we would rock in the beautiful
skies,
And through the bright clouds we would
roam ;
We'd see the sun set, and see the sun rise,
And on the next rainbow come home.

NEW WORDS.

dawn roam nicely middle rainbow

LESSON XXVII.

THE STORY OF FOUR BLIND MEN.

1. I will tell you a very old story about four blind men.

In India, a country thousands of miles away from our own land, there are very many blind people. In one town the four chief men had been blind all their lives. These men thought themselves very wise, and they were always quick at making up their minds about anything that came to their notice.

2. One evening, as they were sitting by the roadside, and talking about their great learning—as they did every day—they heard the tramp of an elephant coming towards them.

3. “Ah!” said one, “here comes an elephant. We have often talked about this creature, but we have never agreed as to what he is like. Now we can settle the matter at once. Let us all go and feel of the animal, and then we shall learn who is right and who is wrong.”

4. To this they all agreed, and each in his turn went up to the elephant.

The first blind man was very tall, and so

his hand fell on the animal's side. He felt carefully all up and down, and as far to the right and the left as he could reach. Then he went back to his place by the roadside. He was sure that he knew all about the elephant.



5. The second blind man was very short, and it so happened that he came up to the elephant's fore-leg. He felt of this up and down, and then went back to his place. He, too, knew all about the elephant—at least he thought so.

6. The third blind man happened, on coming up, to take hold of the animal's trunk. He was not long in making up his mind about it.

7. The fourth blind man coming up to the elephant's head, took hold of one of his tusks for a moment, and then joined his wise friends by the roadside.

"Well," said number one, "the animal is just as I told you it was. It is like the side of a large house."

8. "Not so," said the second. "It is for all the world like the trunk of a tree!"

"How very little you know about an elephant!" cried the third. "It is more like a spout than anything else under the sun."

9. "You are all wrong," said the fourth. "It is strange how far you can get from the truth when it is right here before your eyes. I took very careful notice of the animal, and it is in every way like a smooth, round stick."

10. And then the poor men began to quarrel about the nature of the elephant. Some other people act as foolishly sometimes.

NEW WORDS.

India	notice	carefully
spout	agreed	fore-leg
second	tusks	foolishly
tramp	quarrel	roadside
fourth	nature	happened

LESSON XXVIII.

FANNY.

1. Fanny is a pretty parrot that my uncle Henry brought from Africa for my mother. She has a gray body, a black shining bill, a white face, and a bright red tail.

2. She thinks no other parrot ever had such beautiful feathers. She often spends hours in dressing them. When every feather is laid smooth, she flirts her tail and asks,

“Isn't Fanny a pretty bird?”

3. She can talk almost as well as you can, and she often uses words which we have not taught her. She never forgets a word that she has once learned. When we ask her to sing, she always says,

“I don't think I can. I have a bad cold.”

4. In the summer we hang her cage near an open window and fasten the door open. Then she flies out into the trees, like a wild bird; but she never goes far from the house. She calls mother “marm,” just as an ill-bred child might do. She will not say “mother.”

5. One day, when she was out-of-doors, I heard her scream as if in great fright. I looked out of the window, and saw her coming as fast as she could fly. Close behind her was a large hen-hawk. When they got to the house the hawk was not more than six feet behind her.

6. She flew into the room, and the hawk's wings almost touched the window as he turned. When he was gone, Fanny flew to the window-sill and watched him flying away. Then she called after him as loud as she could scream.

7. "Didn't catch Fanny!" she cried. "Didn't catch Fanny!"

After that she never went far from the window.

8. She is very much afraid of a mouse. One night, when her cage was left on the table, a mouse crept in and began to nibble a piece of cake at the bottom of the cage. She screamed first for "marm," and then for "puss."

9. When mother came with a lamp the mouse ran away. Fanny thought that the light had driven the mouse away; for when mother started to go back to her room, she cried out as loud as she could,

"Leave the light, marm! leave the light!
Fanny is afraid."

NEW WORDS.

uses	flirts	ill-bred	nibble
Fanny	parrot	driven	smooth
month	Africa	shining	hen-hawk

LESSON XXIX.**POPPING CORN.**

1. One autumn night when the wind was high,
And the rain fell in heavy splashes,
A little boy sat by the open fire,
Popping corn o'er the ashes.
And his sister, a curly-haired child of three,
Sat looking on just close to his knee,
As he sang this song so full of glee:
2. "Who will buy my pop-corn—
Balls of sunny pop-corn,
Freshly done to-day?
When the grains are popping,
You should see them hopping,
Like the boys at play.
Pop-corn! Who'll buy?



3. "Who will buy my pop-corn—
Pretty balls of pop-corn,
Sweet, and creamy white;
Just like snowballs blowing,
In the garden growing,
Good for taste or sight?
Pop-corn! Who'll buy?"

NEW WORDS.

ashes

freshly

blowing

taste

pop-corn

creamy

curly-haired

sight

LESSON XXX.

A TALK ABOUT PLANTING.

THE BEAN.

1. Our teacher tells us that we can learn more than one lesson from the garden-bird. She says that in every country school like ours, the children should have a garden.

2. Even in city schools, where there is no room for a garden, the children may raise some flowers. They will thus learn more about the ways of plants than they can learn from books.

3. Where space can not be had for a garden, it is well to plant seeds in boxes and flower-pots. A great many kinds of plants will grow in houses if they are cared for in the right way. If there is good rich soil about their roots, and if they are given plenty of light and water, they will grow, and soon be full of buds and blossoms.

4. Our school-garden is a large one. There is a big oak-tree near the gate, and under it is a bed of violets. There are wild rose-bushes

and wild blackberries by the fence. We get the violets in the spring, the roses in the early summer, and the berries a little later.

5. One day in May our teacher gave to each of us a small piece of ground for a garden. I planted a bean, a grain of corn, and two peas. I took good care of my garden, and every one of the seeds grew. How large a crop do you think I gathered?

6. Our teacher had some beans which had been lying in water for a few days, and she let me look at one. It was covered with a white skin. I pulled this skin off, and the bean broke into two pieces. I then saw a little white stem growing out of one of the pieces.

7. "That is the stem of the bean-plant," said my teacher. "It is just beginning to grow. When the bean-stem comes up out of the ground it brings the bean with it. Then the bean splits open, and each half becomes a green leaf, which we call a seed-leaf.

8. "The stem soon becomes green too. It keeps on growing and putting out other leaves until it is strong enough to hold many branches. Then these branches bear many blossoms, so sweet that they make all the air around them sweet. Under the leaves of these blos-

soms are little green pods. After a while these pods will hold many soft white beans."

9. How many days do you think it took my bean to push itself out of the ground? How many blossoms do you think my bean-vine bore? How many pods were there, and how many beans in a pod? Plant a bean for yourself, and you will learn some strange things about the growth of plants.

NEW WORDS.

stem	seed-leaf	plenty
raise	bean	Pods
later	growth	rose-bushes
bud	upward	blackberries

LESSON XXXI.

MERRY WORKERS.

1. Tell me what the mill-wheels say,
Always turning, night and day;
When we sleep and when we wake,
What a busy sound they make!
Never idle, never still,
What a worker is the mill!

2. What is it that the brooklets say,
Rippling onward day by day?
Sweet as skylark on the wing,
Ripple, ripple—thus they sing.
Never idle, never still,
Always working with a will!
3. Listen to the honey-bee,
Flying now so merrily
Here and there with busy hum—
Humming, drumming, drumming, drum.
Never idle, never still,
Humming, drumming—hum it will!
4. Like the mill, the brook, the bee,
May it now be said of me
That I'm always busy too,
For there's work enough to do.
If I work, then, with a will,
It will be but playing still;
Ever merry, never weary,
It will be but playing still.

NEW WORDS.

ripple	brooklets	onward	listen
worker	merrily	skylark	weary

LESSON XXXII.

LITTLE MARY'S BOUQUET.

1. "To-morrow is little Mary's birthday," said the gardener, as he was walking in the garden. "She must have a nice bouquet."

2. "To-morrow is little Mary's birthday," whispered the flowers to each other.

3. "My buds are all ready," said the rose.

4. "So are mine," said the sunflower.

5. The pansy and the tulip smiled at the thought; but the sunflower held his head so high that he did not see them.

6. "I would rather stand in this garden than be put in the queen's bouquet," said a tall hollyhock.

7. "I have no flowers to give to any one," said the money-wort, carefully counting her buds.

8. "Don't be a miser," said the ragged-robin. "Mary may have all of my flowers."

9. "I would like to be given to little Mary," said the mignonette

10. "My dear child, you would be of little

use in a bouquet," said the tulip. "You have no beauty."

11. "I know it," said the mignonette, sadly.

12. "Never mind," said the rose; "you have a sweet smell, and Mary will like that better than beauty."

13. "What are you doing here?" asked a little lady's-slipper of a bright dandelion, giving her a rude push.

14. "If it comes to that," said the dandelion, "what are *you* doing here?"

15. "I have a right to this place," answered the lady's-slipper, "because I was planted here. *You are wild*; but I came here in a paper-bag, with my name on it, and was planted by the gardener."

16. "Perhaps I am a little wild," said the dandelion; "but I was planted here, too. More than all that, I can tell the time of day."

17. "I never heard of a dandelion's being planted," said the lady's-slipper.

18. "I never heard of a dandelion telling the time of day," said a four-o'clock.

19. "I have no doubt there are many things you never heard of," said the dandelion. "But I was blown here by little Mary. She asked me what time it was!"

20. "And did you tell her?" asked the four-o'clock.

21. "I have not told her yet," was the answer. "But I thought that, as I was here, I might as well grow and make the best of it."

22. "Well, whatever you say, don't talk about time," said the four-o'clock. "I am the only flower in this garden that knows anything about it."

23. "What is that you are saying?" asked the sunflower. "I can tell the time as well as the gardener's watch. I am always looking at the sun."

24. "Ah! indeed!" cried the four-o'clock, as if she had forgotten something. "Can you tell me, then, whether it is yet four? Here I have been so busy talking with this dandelion, that I did not see how fast the sun was sinking towards the tree-tops."

25. The sunflower held her head very high, and made no answer. But a sweet-pea, that had climbed higher than any other flower in the garden, said, "I can see the clock. It is half-past four!"

26. "What shall I do?" said the four-o'clock. "I wanted all these buds to be out to-day; but now they will have to wait till four to-

morrow, and that will be too late for them to be put into little Mary's bouquet."

27. Early the next morning the gardener came to make the bouquet. He made it of pinks, sweet-peas, pansies, the sweet-smelling mignonette, and roses wet with dew

28. "Every bouquet should have a little yellow in it," said he. Then he broke the dandelion from its stem and tied it up with the rest.

29. "Only think of it," said the lady's-slipper; "he took that wild dandelion and left me. It is hard to understand what kind of taste some people have."

30. "A poor kind of a bouquet it is without me," said the tulip, tossing her head. "But then I have nothing to say. I shall live the longer."

31. Little Mary was much pleased with her bouquet. She did not know which to admire most, the roses, the sweet mignonette, or the dandelion.

NEW WORDS.

bouquet	sunflower	birthday
pansy	hollyhock	ragged-robin
tulip	money-wort	lady's-slipper
miser	mignonette	four-o'clock
blown	dandelion	sweet-pea

LESSON XXXIII.

A CHILD OF THE NILE.

1. My name is Hassan. I live in a country called Egypt. A great river, which is called the Nile, flows just in front of my father's house. And this is why I am sometimes called



a child of the Nile. I spend much of my time on the bank of the river watching the boats as they pass slowly up and down.

2. I have heard about rain and snow ; but I

have never seen it rain in Egypt, and it is too warm there to snow. Once every year the river rises very high, and covers all the low places for miles and miles. Then, when the water goes down again, the farmers plant their grain in the moist, warm ground.

3. Our house is made of mud. The mud has been baked in the sun until it is as hard as brick. There is only one room in our house. We have no chairs nor beds, as I have heard that people have in other countries. We sleep on soft rugs spread upon the floor.

4. The roof of our house is flat, and we often go up and sit there in the evening. While there we can sometimes see a great many camels travelling along the road towards the desert. And we can see a great city which is many miles away.

5. I have a tame buffalo, which I sometimes ride. A little friend of mine has a pet donkey, of which he takes great care. When he goes out for a ride he throws a beautiful red cloth over the donkey's back, and hangs a string of bells around his neck. I would like to be rich, so that I might have a pet donkey too. But then I am very well off as I am.

6. I would not like to live anywhere away

from our river Nile. I often wander along the banks, and make whistles out of the reeds which grow on the shore and in the shallow water. I think there is no finer country in the world than Egypt. Ask your teacher to tell you all about it.

NEW WORDS.

mud	brick	donkey	rugs
Nile	Egypt	Hassan	wander
moist	buffalo	shallow	travelling
miles	whistle	flows	roof

LESSON XXXIV.**HOW EDWARD DARED.**

1. One warm day in summer, three boys—Henry, John, and Edward—were standing on the bank of a river. Below them was an old mill, and quite near the mill was a great dam over which the water poured. The water above the dam was very deep.

2. Some person had left a tub on the bank of the river, and Henry had set it in the water to see it float.

3. "You are afraid to take a sail in this tub," said Henry to Edward.

4. Edward was a little boy, but he ought to have been wiser. He could not bear to have any one say that he was afraid. But, as you will soon learn, he was a very great coward.

5. "No, I am not afraid," he answered; "but the tub was not made to sail in. It is not a boat."

6. "Oh, you are a coward," said John. "You don't dare to set your foot in the tub. You would be afraid to step into it even if it were a ship!"

7. Edward was really afraid to get into the tub, but he was still more afraid of being laughed at. He was not brave enough to say, "I will not be dared into doing what is wrong." He ran down to the water's edge, and climbed into the tub. It was just large enough for him to sit down upon the bottom.

8. Henry and John pushed the tub from the shore; but Edward said nothing. He wanted to show how brave he was. The tub rocked a little, but Edward sat still. Then it began to float with the stream down towards the mill-dam.

9. The two big boys were frightened when they saw what they had done. The water was very deep, and the tub was so far from the shore that they could not reach it. They turned and ran away as fast as they could.

10. If Edward had not sat very still, the tub would have tipped over at once. He cried for help, but the noise of the water falling over the dam was ten times louder than his voice.

11. He could see that he was coming nearer and nearer to the mill-dam. He knew that he could not help himself in any way. How he wished that he had been brave enough to do right!

12. The miller went to the window and looked out across the river. He saw the tub, and the child in it, floating towards the mill-dam.

13. A moment later there was no miller in the mill. He was in his little boat, striking his oars into the water and rowing as fast as he could towards the tub which was now only a little way above the dam.

14. Can the miller reach the boy in time? Will he overtake the tub before it is carried over the dam? Other men have seen the dan-

ger, and are running towards the river. Some of them run for another boat.

15. Others cry out to the miller, "Pull hard! You'll have him yet!" But it looks as if both man and boy will be carried over the dam. Then both of them will be drowned, for the water below flows so fast that no one can help them.

16. All at once a glad cry was heard. The tub did indeed go over the dam; but it was empty. The miller had caught the boy when almost at the very edge, and had lifted him into the boat.

17. It was all that the miller could do to row back to his mill. If his arms had not been so strong the water would have carried boat and all over the falls. Little Edward's face, when they led him to his mother, was very pale. He had learned that the true way to be brave is to dare to do right.

NEW WORDS.

dam	dare	stream
person	oars	tipped
float	coward	mill-dam
rowing	really	Edward

PIECES TO BE MEMORIZED.

I.

THE FERNS.

1. "Oh, what shall we do
The long winter through?"
The baby-ferns cried
When the mother-fern died.
The winds whistled bleak,
And the woodland was drear,
And on each baby-cheek
There glistened a tear.
2. Then down from a cloud,
Like a flutter of wings,
There came a great crowd
Of tiny white things.
They fell in a heap
Where the baby-ferns lay,
And put them to sleep
That bleak, stormy day.

3. Tucked under the snow
In their little brown hoods,
Not a thing will they know—
These babes in the woods—
Till some day in spring,
When the bobolinks sing,
They will open their eyes
To the bluest of skies.
-

II.

WHAT ROBIN TOLD.

1. How do the robins build their nest?
Robin Redbreast told me.
First a wisp of yellow hay
In a pretty round they lay;
Then some shreds of downy floss,
Feathers too, and bits of moss,
Woven with a sweet, sweet song,
This way, that way, and across:
That's what Robin told me.
2. Where do the robins hide their nest?
Robin Redbreast told me.
Up among the leaves so deep,
Where the sunbeams rarely creep.

Long before the winds are cold,
Long before the leaves are gold,
Bright-eyed stars will peep and see
Baby-robins—one, two, three:
That's what Robin told me.

III.

CHERRIES ARE RIPE.

Under the tree, the farmer said,
Smiling, and shaking his wise old head,
"Cherries are ripe; but then, you know,
There's the grass to cut and the corn to hoe;
We can gather the cherries any day,
But when the sun shines we must make our hay.
To-night, when the work has all been done,
We'll muster the boys for fruit and fun."

Up in a tree a robin said,
Shaking and nodding his saucy head,
"Cherries are ripe; and so, to-day,
We'll gather them while you make the hay;
For we are the boys with no corn to hoe,
No cows to milk, and no grass to mow."
At night the farmer said, "Here's a trick!
These roguish robins have had their pick!"

IV.

BEAUTIFUL THINGS.

1. Beautiful faces are those that wear—
It matters little if dark or fair—
Whole-souled honesty printed there.
2. Beautiful eyes are those that show,
Like crystal panes where hearth-fires glow,
Beautiful thoughts that burn below.
3. Beautiful lips are those whose words
Leap from the heart like songs of birds,
Yet whose utterance prudence girds.
4. Beautiful hands are those that do
Work that is earnest, brave, and true,
Moment by moment the long day through.
5. Beautiful feet are those that go
On kindly errands to and fro—
Down humblest ways, if God wills it so.
6. Beautiful shoulders are those that bear
The needful burdens of homely care
With patient grace and daily prayer.

7. Beautiful lives are those that bless
Silent rivers of happiness,
Whose hidden fountains but few may guess.
-

V.

BED-TIME.

1. Rosebud lay in her trundle-bed,
With her small hands folded above her head,
And fixed her innocent eyes on me,
While a thoughtful shadow came over their
glee.
2. "Mamma," said she, "when I go to sleep
I pray to the Father my soul to keep;
And He comes and carries it far away
To the beautiful home where His angels
stay.
3. "I gather red roses and lilies so white,
I sing with the angels through all the long
night;
And when in the morning I wake from my
sleep,
He gives back the soul that I gave Him to
keep;

And I only remember the beautiful dreams—
The garlands of lilies, the woods, and the
streams.”

VI.

DO GOOD.

1. Do good, do good, there's ever a way,
A way where there's ever a will;
Don't wait till to-morrow, but do it to-day,
And to-day, when the morrow comes, still.
 2. If you've money, you're armed,
And can find work enough
In every street, alley, and lane;
If you've bread, cast it off,
And the waters, though rough,
Will be sure to return it again.
-

VII.

LITTLE BY LITTLE.

“Little by little,” an acorn said,
As it slowly sank in its mossy bed,
“I am improving every day,
Hidden deep in the earth away.”

Little by little, each day it grew,
Little by little, it sipped the dew;
Downward it sent out a thread-like root,
Up in the air sprung a tiny shoot.

Day after day, and year after year,
Little by little, the leaves appear,
And the slender branches spread far and wide,
Till the mighty oak is the forest's pride.

"Little by little," said a thoughtful boy,
"Moment by moment I'll well employ;
Learning a little every day,
And not spending all my time in play;
And still this rule in my mind shall dwell—
'Whatever I do, I'll do it well.'

"Little by little, I'll learn to know
The treasured wisdom of long ago,
And one of these days perhaps we'll see
That the world will be the better for me."
And do you not think that this simple plan
Made him a wise and useful man?

SUPPLEMENTARY WORK.

THE following suggestions for the preparation and presentation of supplementary work in language and objects are intended to aid the teacher in bringing out the most important points of each lesson. After a lesson has been studied and recited simply as an exercise in reading, it may be reviewed, by using the supplementary exercises here suggested. All new words and new forms of expression should receive due attention, and care should be taken that the child understands their meaning clearly. Many interesting and valuable exercises may be given in the formation of new words from words already learned. First, by dropping final letters or the final syllable: as, *humming, hopped, stranger—hum, hop, strange*. Second, by adding letters or a syllable at the end: as, *go, run, sweet—going, running, sweeter*. Third, by changing a single letter: as, *sing, sang, song, sung; star, stir; fan, fin, fun*. Fourth, by prefixing letters or a syllable: as, *and, sand, land, band; ring, bring, string*, etc. In every list of new words, as well as in every reading-lesson, there will be found material for at least one practical lesson in the correct use of the English language. The teacher should give occasional exercises in the use of synonyms—changing words in sentences without altering the meaning. Require pupils frequently to write easy extracts at dictation; to punctuate these dictation-lessons, and also sentences of their own composition; to use correctly certain common words which are pronounced alike, but have different meanings, such as *to, too, and two; by and buy; their and there*.

PART FIRST.

LESSON I.—FRANK AND NELLIE. [*The following questions will not only illustrate what may be done by way of preparation, recitation, and review of this lesson, but will supply suggestions for the work to be done in connection with succeeding lessons.*]

I. PREPARATION. "What do you see in this picture? Are the children in the country or the city? Why do you think so? What are the names of the children? Are they brother and sister? Why do you think so? What kind of a tree are they under? How do you know? What is on the bench by the tree? What kind of trees grow in gardens? With Frank, Nellie, and the dog in the garden, who will tell me a pretty story?"

II. QUESTIONS TO BRING OUT THE THOUGHT WHEN READING THE LESSON FOR THE FIRST TIME. "How is the first word spelled? Where are Frank and Nellie? What has Frank? and what has Nellie? Why did they come to the garden? Are the apples on the tree ripe? How do you know they are not? How do you know it is spring and not summer? What little mark is that in the third word of the second paragraph? Why is it used? Why did Frank want a dog, and what did he name him? Read the third paragraph, and tell me what kind of friends Frank and Rover are. Why does Rover follow Frank? Is Frank kind to Rover? Why do you think so? Spell the first word in the second sentence (third paragraph). What does the word *lying* mean? Does it ever mean anything else? In fourth paragraph, what does Nellie say to Frank? In what way is this sentence different from those we have just read? Name the long mark after *Frank*. Why is it used? There are two little marks before *Oh* and two after the exclamation point—name them. For what are marks like these used? Where did Nellie get the bird? What does

found mean? Use it in a sentence. What is the dot after the word *ground*? A period is used only at the end of *telling* sentences. What is a *telling* sentence? The next sentence (fifth paragraph) ends with a different mark. What is such a sentence called? Give an *asking* sentence, using the word *bird*. Read the sixth paragraph to yourselves. Close your books and tell me what is said in that paragraph. Did the little bird fly? What did it do? [It tried to fly.] What does *tried* mean? How many sentences in seventh paragraph? How many kinds of marks are used? In the last sentence are the words *to* and *too*: use each of these words in a sentence of your own composing. Why was Nellie glad that the cat did not see the bird? Where was the nest? What was the mother-bird doing? Describe a robin's nest."

[To familiarize the children with the hard words ask them such questions as the following: "What is the first word of the lesson? the third? the fifth? the first word in the second paragraph? the fourth? the last?" etc. Have the new words pronounced singly and in concert. Have certain sentences or lines read backward. In this way the form of the word is learned and its recognition in the lessons which follow is made quite easy.]

III. REVIEW OF LESSON. "Name five birds that you have seen. Name five birds that you have heard of but have never seen." [The teacher should write the names on the blackboard as they are mentioned by the children. After a while erase the names, and let the children write them from memory, spelling them correctly.] "What kind of children were Frank and Nellie? Why do you think so? Tell this story in your own words. Now you may each read the entire lesson."

LESSON II.—GOING AFTER THE COWS. "Name all the things that this little boy saw while going after the cows. Write the names of those things. Write the names of five other things which one might see in going through the fields and woods." [Call attention to the words sipping, humming, and stopped.

Show that by dropping the last part of each of these words we have the new words sip, hum, and stop. Then by adding other letters we form other words, as sipped, hummed, stopping.]

LESSON III.—SONG TO THE DAISY. "Did you ever see a daisy? Tell what it looks like. Name six wild-flowers that you have seen." [*Teacher should write their names in same manner as the names of birds in Lesson I.*] "Copy these two verses on your slates." [*Call attention to the words bending and smiling.*]

LESSON IV.—ALICE AND HER BIRD-BASKETS. "Tell this story in your own words. What kind of birds were those which Alice fed? Why do you think so? Why did they not come back in the spring? Where do most birds go in the winter?"

LESSON V.—DICK AND SPORT. "Write what you remember of this story. Write what you know about dogs."

LESSONS VI. and VII.—THE BOY AND THE STAR. "Why could not Arthur get the star?" [*Talk with the children about stars. Let them write one sentence each about what they have learned.*] "Write answers to the questions in the last paragraph of Lesson VII. Change one letter in the word grow and form a new word which means nearly the same thing. What two new words can you form from began in the same way?"

LESSON VIII.—THE SONG OF THE BELL. "Memorize this piece. Can a bell sing? What do we mean by its song?"

LESSON IX.—BESSIE AND HER LITTLE LAMB. [*Talk with the children about lambs and sheep. Let them repeat to-morrow what they learn to-day. Call attention to the words grown and forgotten.*]

LESSON X.—A STORY ABOUT BLOCKS. "How many persons helped Frank get his box of blocks?" [*The teacher may give an interesting lesson on the different trades.*] "Write separately the two words which compose the word toy-shop; the word saw-mill."

LESSON XI.—FOUR PRETTY LILIES. "Memorize this piece. Describe the picture." [*Call the pupils' attention to the words standing, stayed, stir. See suggestions for Lesson II.*]

LESSONS XII. and XIII.—WHAT GEORGE ASKED THE CAT. [*Talks about the habits of cats. The cat's foot, the cat's tongue and teeth, the cat's eyes. Write some of the chief points of these lessons on the blackboard, and let the children copy them.*]

LESSON XIV.—THE KIND OLD OAK. "What kind of a story is this? What is a fable? Do you remember reading any other fable? What words may be formed by omitting the last part of *dropped? sweetness? dreamed?* Write these new words."

LESSON XV.—THE BIRD'S NEST. "Memorize this piece, and speak it properly."

LESSON XVI.—FAIRY BERTIE. "Repeat this story from memory. Write a description of the picture."

LESSON XVII.—A DAY IN THE COUNTRY. [*Talk about some of the different things to be seen in the city and in the country.*]

LESSON XVIII.—THE LOST DOLL. "Copy this lesson neatly on your slates. Be careful not to omit any word or mark."

LESSON XIX.—WHAT GEORGE LEARNED ABOUT DOGS. [*A general talk about dogs. Let the children reproduce what they learn.*] "What word in this lesson is composed of two words? What word can be formed by omitting the last part of *wagged?*"

LESSON XX.—LUCK. "The boys in the class may memorize this piece, and speak it when called upon. Write the words *might, studied, spelling, overtake.* Write under them the words *may, study, spell, overtook.* Notice the difference of meaning."

LESSON XXI.—THE TWIG THAT BECAME A TREE. "Write this story in your own words. What two seasons are mentioned in this lesson? Write the names of the seasons."

LESSON XXII.—MORE ABOUT DOGS. [*Another talk about dogs.*] "Answer the question in last paragraph. Write your answer."

LESSON XXIII.—HOW THE CAT LEARNED TO DANCE. "What kind of a story is this? Repeat it from memory. Write it, and be careful to punctuate all your sentences correctly." [*Call the pupils' attention to the words tickled, hopped, wore, and brought.*]

LESSON XXIV.—THE LITTLE FISHERMAN. "What is a lake?

Write five sentences, each of which shall contain one of the following words: *Lake, fisherman, sail, fish-net, rippling.*"

LESSON XXV.—A WORLD SO FAIR. "Memorize this lesson, so as to speak it when called upon. Make a list of the different things mentioned in this lesson as giving us pleasure."

LESSON XXVI.—THE FIELD-MOUSE. "Describe the field-mouse. In what respects is he unlike the common mouse?"

LESSON XXVII.—A SAIL ON THE LAKE. "Write five sentences, each containing one of the following words: *waves, stern, guide, gently, sink.* Tell the meaning of each of these words."

LESSON XXVIII.—THE FLYING-FISH. "What kind of words are flying-fish, sea-swallow? Write five words like these."

LESSON XXIX.—WHICH WAS THE WISER? "Write your answer to this question. Why do you think so? What kind of a story is this? What lesson may we learn from this story?"

LESSON XXX.—THE STORY OF A BIRD. "Close your books and write this story as you remember it."

LESSONS XXXI. and XXXII.—PRINCE. "Relate this story in your own words. Make a list of the compound words used in these two lessons. Make a list of the words which mean something connected with a railroad."

LESSON XXXIII.—SEVEN YEARS OLD. "Write a list of the objects named in this lesson. Copy the first two stanzas."

LESSON XXXIV.—A CHILD OF THE COLD. [*The teacher may take this occasion to give some interesting information about the Arctic regions.*] "Write all that you have learned about Hans and the country in which he lives."

LESSON XXXV.—SEA-SHELLS. [*An object lesson on shells and other objects found upon the sea-shore may be arranged in connection with this lesson. Explain what is meant by the tide.*]

LESSON XXXVI.—LITTLE BO-PEEP. "Copy this piece neatly on your slates, observing to make all the punctuation marks correctly. At what time of the year is July? Learn the names of all the months, and write them."

LESSON XXXVII.—THE SONG OF THE MERRY LARK. "Write the names of the different persons and things mentioned in this lesson. Write the compound words. Tell the story in your own words as nearly as you can remember it."

LESSON XXXVIII.—ALICE'S SUPPER. "How many persons have helped make the bread for Alice's supper? Name them. Write these names on your slates."

LESSON XXXIX.—THE SEAL. [*A further talk about the Arctic regions.*] "Of what use are seals? In what parts of the world are they found? Name the different species of seals."

LESSON XL.—HARRY'S PASS. "Rewrite this story, using your own words. Copy his pass."

LESSON XLI.—LITTLE GOLDEN HAIR. "Copy these verses."

LESSON XLII.—WILLIE GRANT. "Where is Scotland? What is the ocean? What ocean is here meant? Where is it? What name is applied to people who live in Scotland? Copy Willie's letter to his mother."

PART SECOND.

LESSON I.—THE GARDEN BIRD. "What are some of the lessons to be learned from the garden bird? Describe this bird. Describe his house."

LESSON II.—THREE GARDENS. "Describe the picture. What do you understand by this lesson? Copy the verses."

LESSON III.—THE FLOWER-BED'S SECRET. "Repeat this story. Was the flower-bed's secret a good one? What would be the consequence if all of us should take its advice? Copy the flower-bed's secret neatly on your slates."

LESSON IV.—A CHILD OF THE FOREST. [*Talk with the children about the Indians, their history, their manners and customs, etc. Have them repeat to-morrow what they learn in the talk to-day.*]

LESSON V.—SNAILS. “Write sentences each containing one of the following words: *helpless, creatures, waste, shell.*”

LESSON VI.—A WISE DOG. [*Review previous lessons and talks about dogs. Require each pupil to write ten lines about dogs.*] “Write ten sentences, and let each contain one of the new words found in this lesson.”

LESSON VII.—THE STORY OF THE SHEEP. [*A talk about sheep—their appearance, habits, use. Require children to repeat what they have learned.*] “What articles are made of wool?”

LESSON VIII.—GRANDMOTHER’S CLOCK. “Copy the first stanza, being careful to punctuate it correctly. Write sentences containing the words *backward* and *forward*. Write three other words which end with *ward*.”

LESSON IX.—A TALK ABOUT FLIES. “Write five lines about flies. Write a description of the picture of the fly’s leg and foot.”

LESSONS X. and XI.—SAVED BY A LARK. “Tell what you know about wheat; about other things that grow on a farm. Describe a reaper. Tell all you know about larks. What other birds build their nests in fields? Why was Helen in danger? Repeat this story, using your own words.”

LESSON XII.—A CHILD OF THE DESERT. [*This lesson offers opportunity for a very interesting talk about the deserts of Africa and Arabia, and about the Arabs and others who inhabit those regions.*]

LESSON XIII.—THE SLEEPY LITTLE SISTER. “Write this story from memory. Copy the last stanza. What is meant by Mother Goose? What is meant by *settled? silence? wondrous?*”

LESSON XIV.—WOOL-GATHERING. “What is a shepherd? When is the time of roses? Write a sentence containing the word *eager*. Write a sentence containing the word *unless*.”

LESSON XV.—SNOW AND BROWNIE. “Write the compound words used in this lesson. What is the name of the mark which is placed between the parts of a compound word? What words can you form from *free* by adding letters or syllables? from *sad*?”

LESSON XVI.—MOWING. [*Review former lessons about coun-*

try life.] "What is the difference between reaping and mowing? How is most of the mowing done nowadays? How did Farmer Mack mow? Memorize the 4th and 5th stanzas."

LESSON XVII.—THE STORY OF A TURNIP. "What is a castle? Do kings now live in castles? What lesson may be learned from this story?"

LESSON XVIII.—FISH. "In what ways is a fish unlike a bird? In what ways unlike a dog? Write what you have told me about the fish. What kind of water is that in the sea?"

LESSON XIX.—THE SIGNS OF THE SEASONS. "Write the names of the seasons. Name all the 'signs' of the seasons that you can think of. Write the names of the months in each season. Memorize this piece."

LESSON XX.—BAD APPLES. "What effect does bad company have upon a boy or a man? How did Robert's father teach him this?"

LESSON XXI.—THE LITTLE OLD MAN OF THE FOREST. [*This is an old German story related to show that no one is the loser by doing a kind deed.*] "Why did the old man ask the boy for his berries? Why did he not gather for himself? Why did he not sell his gold dish and buy what his sick child needed?"

LESSON XXII.—THE LITTLE RED HEN. "Do those who will not work deserve good things to eat? Write a little story which shall include your answer. Copy the last stanza of this piece."

LESSONS XXIII. and XXIV.—HOW NAT WENT FISHING. "Tell this story in your own words." [*Call attention to the words dead, jerk, screamed, combed, untangle.*]

LESSON XXV.—THE EIGHT LITTLE SISTERS. "Who were the eight little sisters? Tell all you know about morning-glories. Name some other flowers like the morning-glory."

LESSON XXVI.—THE NEW MOON. "Copy this piece carefully with pen and ink. For what words is *they'll* used? *we'd*? *'twould*? What letters are omitted in each case? What is the name of the mark which stands instead of the omitted letters?"

LESSON XXVII.—THE FOUR BLIND MEN. "Where is India? Repeat this story as you remember it. Why are some other people sometimes as foolish as these blind men? Write at least five lines about elephants."

LESSON XXVIII.—FANNY. "What is a parrot? From what countries are parrots usually brought? Where is Africa? What is a hen-hawk?"

LESSON XXIX.—POPPING CORN. "Write the little boy's song, being careful to punctuate it properly. What is meant by *freshly*? by *creamy*? For what word is *o'er* used? For what words is *who'll* used? What letters are omitted?"

LESSON XXX.—A TALK ABOUT PLANTING. "Tell what you know about the growing of plants. Name some plants which resemble the bean. Make a list of the compound words in this lesson."

LESSON XXXI.—MERRY WORKERS. "Copy this piece carefully with pen and ink. Memorize the last stanza and repeat it."

LESSON XXXII.—LITTLE MARY'S BOUQUET. "Write the names of all the flowers in little Mary's garden. Write the names of all the other flowers that you know of or have seen."

LESSON XXXIII.—A CHILD OF THE NILE. [*A talk about Egypt and the Nile. Require pupils to reproduce to-morrow the facts which they learn in the talk to-day.*]

LESSON XXXIV.—HOW EDWARD DARED. "What kind of courage had Edward? What is the best kind of courage? Answer in writing the question asked at the end of this lesson."

PIECES TO BE MEMORIZED.—Every piece should be memorized thoroughly before an attempt is made to speak it. The teacher should see that this is no half-way work, but that the selection is both thoroughly mastered and creditably spoken. The pupil should be heard at a few private rehearsals before he is required to speak to the school or in public.

WORDS USED IN THE SECOND READER AND NOT IN THE FIRST READER.

TO THE TEACHER.—The following list of words should be used in the same manner as a dictionary. The teacher should show the pupils how to find any given word readily, and should give frequent exercises both in finding words and in determining their pronunciation by observing the diacritical marks. The list may also be used in review-lessons in spelling, and, if desired, in place of the ordinary spelling-book.

VOWELS.

The MACRON (¯) denotes the long sound of a vowel, as in pāle, hē, bīte, göld, mūle, or trȳ.

The BREVE (˘) denotes the short sound, as in căt, gět, dīg, döt, rūg, or hȳmn.

The CIRCUMFLEX (^) denotes the sound of a or e in càre or thère, of o in fòrn, or of u in tũrn.

The DOUBLE DOT (¨) *above* the vowel denotes the sound of a in stār or of i in police.

The DOUBLE DOT (..) *below* the vowel denotes the sound of a in call, of o in dg, or of u in ryle.

The Dot (˙) *above* the vowel denotes the sound of a in lást or of o in sòn.

The Dot (˘) *below* the vowel denotes the sound of a in whàt, of o in wòlf, or of u in full.

The WAVE (~) denotes the sound of e in hēr or of i in flīrt.

The BAR (_) *below* the vowel e denotes the sound of e in they.

ōō has the sound of oo in bōōt; ȳȳ has the sound of oo in fōōt.

oi or oy (unmarked) has the sound of oi in oil, or oy in toy.

ou or ow (unmarked) has the sound of ou in out, or ow in owl.

CONSONANTS.

ç is soft, as in çent; e or c (unmarked) is hard, as in can: çh sounds like sh, as in machine; eh sounds like k, as in ehorus: ġ is soft, as in ġem; ġ or g (unmarked) is hard, as in go: şh sounds like zh, as in vīşion; ş sounds like z, as in roşe: ñ sounds like ng, as in sink; th is hard, as in this.

- | | | | |
|--------------|----------------|---------------|-------------|
| 1. a crōss' | bāke | blōw'ing | buȳ |
| ād mīred' | bānk | blōwn | cāke |
| Āf'rī ca | bāre | blūe'bīrd | 11. cālf |
| af'ter wards | bārn'yārd | blūe'-ēyēd | cām'els |
| a gainst' | bās'ket | 8. bōd'y | cāre fūl ly |
| (a ġēnst) | bāth'-tūb | Bo-pēep' | cār'pen ter |
| a grēed' | bēach | bōt'tom | cās'tle |
| āir | bēan | bough | cāt'tle |
| Ā'li | 5. bēard | bound | caught |
| a lōne' | beār | bou quet' | cāuse |
| al thōugh' | beār'-skīn | (bōō kā') | ġēl'ing |
| 2. a mōng' | be cōme' | bow | ġēn'tre |
| ān'i mals | be ġān' | bōwl | 12. chāff |
| āp'ple | bēgged | brānch | chāir |
| Ā'pril | be liēve' | brāve | chānge |
| a'pron | bēnd | 9. brēast | chāng'ing |
| (ā'purn) | bēr'ries | brīck | chēck |
| Ār'ab | Bēr'tie | bright | chēr rīes |
| ārms | 6. be sīdes' | brōke | chīef |
| a rōse' | bēt'ter | brō'ken | child |
| ār'rōws | be twēēn' | brōōk'let | chīp |
| Ār'thur | bills | brōught | chīrp'ing |
| 3. a shāmed' | bīrd'ies | brown | 13. clāpped |
| āsh'es | bīrth'dāy | brūsh | clāws |
| a shōre' | blāck'bēr rīes | būd | clēan |
| āte | blādes | 10. būf'fa lo | clēar |
| āunt | blānk'et | būild | clīmō |
| au'tumn | blēat'ing | būnch | clōse |
| a void' | 7. blēss | būrn | clōse |
| a wāke' | blew (blū) | bus'ily | clōthes |
| a wōke' | blōcks | (bīz'zī ly) | clōth'ing |
| bāck'ward | blōōm | bus'y | cloud |
| 4. bāġ'gāġe | blōs'som | būt'ter | 14. clō'ver |
| bāit | blōws | būt'ter flīes | cōāt |

côf'fee	cûrl'y-	drôve	fâst'ened
côl'or	hâired	21. drȳ	fēar
cômbed	cûr'tain	dũmb	fēath'er
côm'mon	cût'ting	ēach	fēd
côm'mon ly	dāi'sy	ēa'ger	fēed
côm'pa ny	18. dām	ēa'gle	fēlt
con duct'or	dānce	ēar'ly	fēnce
cōōks	dān'deli on	ēarth	few (fū)
15. cōol	dān'ger	ēarth'en	25. fid'dle
côr'ner	dâre	ēast	fig'ures
côrn'-hũsk	dār'ling	ēas'y	fill
côrn'-silk	dāsh	22. ēdge	fin'est
cōst	dawn	Ē'gypt	fin'ger
côt'ton	dēad	eight	fin'ished
cōũn'tries	de light'ed	ēi'ther	fīsh'-bōnes
cōũn'try	19. dēs'ert	ēl'e phant	fīsh'er man
cōurse	dīe	e lēv'en	fīsh'ing-
cōũs'in	dīf'fer ent	ēmp'ty	rōd
16. cōv'ered	dīn'ner	e nough'	fīsh'-nēt
cow'ard	dīp'per	(e nũf')	26. fīve
crā'dles	dīsh	ē'ven	flāil
crawl	dōn'key	ē'ven ing	flāt
crēam'y	dōor	23. ēv'er y whêre	flēē'cy
crēpt	dōor'-stēp	ex pēct'ed	flēsh
crēss	dōor'-yārd	eye (ī)	flirt
crīck'ets	20. dōult	fādē	flīt'ting
crōak	drāg	fāir'y	flōat
crōps	drēam	fāl en	flōck
17. crōss'ing	drēamed	fān'cy	flōor
crū'el	drēam'ing	Fān'ny	27. flour
crũmbs	drift'ed	fār	flow'er-pōt
cũn'ning	driv'en	fārm'er	flōwn
cũ'ri ous	drōp	24. fārm'-house	flōws
cûrl	drōpped	fār'ther	fly'ing-fīsh

föld'ed	gāy	34. hall	hōp'ping
fōl'lōw	gēn'tle	hānd'-cārts	hōrns
fōnd	31. gēn'tly	hānd'sōme	hour
fōol'ish	gēn'tle man	hāng	how ēv'er
fōol'ish ly	gēt'ting	Hāns	hūm
28. fōre'-lēg	gīft	hāp'pen	hūm'ming
fōre-pāws	glāss	hāp'pi est	hūn'gry
fōr'est	glēe	hārd'ly	38. hūnt
for gōt'ten	gōld'en	hārk	ill'-brēd
fōrmed	gōose	hārm	in deed'
fōrth	Grāce	35. hārm'less	īn'dī a
fōr'ward	grāin	hār'vest	īn'dī an
fōur	32. grānd'sōn	Hās'san	īnk
fōur'-lēaved	grānt	hāste	īn'sīde
fōur'-	grāss'hōp-	haw'k	in stēad'
o'clock	per	hāy'ing	in vīte'
29. fōur'tēen	grāy'-bēard-	heārt	īsl'and
fōurth	ed	hēat	39. Jāke
frēe	grēed'y	hēav'y	jēr'k
frēsh	grēen'ish	hēlp'less	join
frēsh'ly	grew (gru)	36. hēn'-haw'k	joy
frīend'ly	grīnd'ing	hīd'den	Jū l'y'
frīght	grōw	hīde	kēpt
frīght'ened	growled	hīde'-and-	kīck
frīll	33. grōwn	seek'	kīll
frōck	grōwth	hīgh'ly	kīnd'-heārt-
30. frōnt	grūbs	hīgh'-rōad	ed
frown	guārd	hīll'-sīde	kīnd'ly
frūt	guēss	hīm sēlf'	40. kīnd'ness
frȳ	gūide	hīnd'-feēt	kīng
fūr	hāb'its	hīs'to ry	kīss
gāme	hāck	37. hōl'ly hōck	kīssed
gār'den	Hā'gar	hōn'ored	kītch'en
gār'den er	hālf	hōpped	knee

<i>knew</i> (nū)	līst'en	<i>mīll</i>	nōd'ding
<i>knife</i>	lōck	<i>mīll'er</i>	noise
<i>knives</i>	44. lōose	<i>mīll'dām</i>	nōne
<i>knock</i>	lōrds	<i>mīll'stōnes</i>	nōrth
41. lād	lōst	<i>mīll'wheēl</i>	nōs'es
lā'dy	loud	<i>mīn'utes</i>	nō'tīce
lā'dy's-slip'-	loud'ly	<i>mī'ser</i>	51. nūm'bers
per	lūck	<i>mīss</i>	nūrse
lā'id	lūnch	<i>mīxed</i>	ōars
lā'ke	lūngs	48. moist	o bey'
lāmp	lŷ'ing	<i>mō'ment</i>	ō'cean
lānd	mā'id	<i>mōn'ey</i>	(ō'shan)
lāne	45. mā'ple	<i>mōn'ey-wōrt</i>	ōf'fered
lār'k	mār'k	<i>mōnth</i>	ōf'ten
lāte	mārm	<i>mōōn</i>	oil
42. lāte'ly	mās'ter	<i>mōrn'ing</i>	once
lāt'er	māte	<i>mōrn'ing-</i>	(wūnss)
laughed	māt'ter	<i>glō'ry</i>	ōn'ward
(lāft)	māy'be	<i>mōss</i>	52. ō'pen
lā'wn	Māy'-dāy	<i>mōw'er</i>	ō'pen ing
lā'y	mēad'ōw	49. mūd	ōr'chard
lā'zy	mēal	<i>mŷ sēlf'</i>	ōr'dered
lēan	46. mēan	<i>nāp</i>	out'side
lēarn	mēant	<i>nār'rōw</i>	ō ver tāke'
lēast	mēet	<i>nāt'ūre</i>	ōwn
lēave	mēl'lōw	<i>nēat</i>	ōx'en
43. lēs'son	mēlt	<i>nēck</i>	pā'nt
lī'bra ry	mēr'ri ly	<i>nēed</i>	pāle
līfe	mēr'ry	<i>Nē'rō</i>	53. pān'sy
līft	mīd'dle	<i>nēs'tle</i>	pān'try
līl'ies	mīght	50. nīb'ble	pār'ks
līl'y-bēll	mīgn on ētte'	<i>nīce'ly</i>	pār'rot
līn'net	(mīn yon ēt')	<i>Nīle</i>	pār't
h'on	47. mīle	<i>nō'bōd y</i>	pāss

- | | | | |
|---------------|--------------|---------------|----------------|
| pást'üre | prës'ent | r ës't'less | sā'l |
| pāth | 57. prëssed | rhÿme | salt |
| pā'tient | pret'ti ly | rich | sāme |
| (pā'shent) | (prīt'ti lī) | rīght | sānd'y |
| pāt'ted | prīnce | rīng | sānk |
| 54. Paul | pull | ripe | 64. saw'-mill |
| paws | pūn'ish | rīp'ple | scār'ing |
| péck | pūre | rīp'pling | scāt'ter |
| pēep | pūrr | rīse | scēt |
| pēn | push | 61. rīv'er | sehōl'ar |
| pēn'dū lum | pūss | rōad | Scōtch |
| pēo'ple | quar'rel | rōad'side | Scōt'land |
| pēr'fect | 58. quēen | rōam | scrātch |
| pēr'son | quīck | rōar | scrēam |
| pīck | quīck'ly | Rōb'ert | scÿthe |
| 55. pict'üre | quī'et | rōcked | 65. sēa |
| piēce | quī'et ly | rōgue | sēal |
| pile | rāce | rōll | sēal'-skins |
| pīn'hēad | rāg'ged- | rōof | sēa'-bird |
| pīnk | rōb'in | 62. rōom | sēarch |
| plānt | rā'l'cār | rōots | sēa-swāl- |
| plānt'ed | rā'n'bōw | rōpe | lōws |
| plāte | rā'n'y | rōse'-bush es | sēat |
| plāy'mātes | 59. rāise | rōt'ten | sēc'ond |
| plēase | rāke | round | sēc'ret |
| 56. plēas'üre | rāth'er | Rōv'er | sēeds |
| plēn'ty | rā'ven | rōw'ing | 66. sēed'-lēaf |
| ploughs | rēach | rūbbēd | sēemed |
| plūmp | rēad'y | rūde | sēll |
| pōds | rē'al ly | 63. rūg | sēt'tle |
| pōles | rēap'er | sāck | sēv'en |
| pōp'-cōrn | rēd'brēast | sād | sēv'enth |
| pōrch | rēed | sād'ly | shāde |
| prāy | 60. replīed' | sāfe | shā'dy |

shāk'en	slēn'der	splīt	stūd'ied
shāl'lōw	slēpt	spoil	sug'ar
67. shāpe	slīme	spout	(shug'ar)
shārp	slōw'ly	sprēad	sūm'mer
shārp'en	slūm'ber	sprīng	77. sūn
shēaf	smiles	sprȳ	sūn'-bōn net
shēar	smil'ing	sta/ks	sūn'flow er
shēar'ers	smōke	74. stānd'ing	sūn'rise
shēll	71. smōōth	stār	sūn'shine
shēl'tered	snāg	stārt	sūp'per
shēp'herd	snāil	stāyed	sup pōse'
shine	snāke	steēr	swal'lōwed
68. shin'gle	snōw'-	stēm	swēep
shōp'man	balls	stēps	swēet'ness
shōre	snōw'-	stērn	78. swēet-pēa
shōrt	stōrm	stew (stū)	swēet'-smēll-
shōul'der	sōft'en	stīck	ing
shōwn	soil	75. stīng	swīng
shrūb	sōld	stīr	sȳr'up
shūt	sōme'how	stōck'ings	tā'ble
sīght	72. sōn	stōle	tāsk
sīgns	sōng	stōne	tāste
69. sī'lence	sōr'rōw-	stōp	taught
sī'lent ly	ful	stōpped	tēa
sīl'ly	sōr'ry	stōrm'y	tēam
sīnk	sōught	strān'ger	79. tēar
sīp'ping	sound	strāp	tēeth
sīze	spāce	76. strāw	tēnt
skāte	spār'kle	strāw'bēr ries	thīck
skīes	spēll	strēam	thīrd
skȳ	spēll'ing	strēet	thōugh
skȳ'lārک	73. spēnd	strikes	thōught
70. slāb	spīte	strōke	thrēads
slēep'y	splāsh	strūck	thrēsh

thrōwn	troub'led	voicē	will'ing
80. thūs	trūmp'et-	wāde	wīn'dōw-
tīck'led	like	wāgged	blinds
tīde	83. trūnk	86. wāg'on	wīn'dōw-sill
tīed	trūst	wāke	89. wīn'ter
tīes	truth	wall	wīse
tī'ny	tū'lip	wan'der	wō'man
tīp	tūrned	war	wō'men
tīpped	tūr'nip	wāste	(wīm'men)
tīred	tūsks	watch	wōn'der
tōld	twēn'ty	wāves	wōn'derful
81. to-mōr'rōw	twīg	wāx	wōn'drouš
tōok	twīnk'ling	wēa'ry	wōod'man
tōss	84. twīst'ed	87. wēek	wōre
tōwards	ūg'ly	wēst	work'er
(tōrds)	ūn derständ'	whāle	90. world
toūch	un hāp'py	whēat	worm
town	un lēss'	whēels	wōrn
toyed	un tān'gle	whērēv'er	wōr'ried
toy'-shōp	un tied'	whīr'ring	wōr'ry
trāck	ūp'ward	whīs'per	worth
trāin	ūse	whīs'tle	wōve
82. trāmp	ūse	whōle	wrāpped
trāv'el ling	85. ūse'ful	88. whōm	writ'ten
trēat	va cā'tion	wīde	wrōng
trēe'-tōps	vēst	wīd'ow	91. wrōte
trēm'ble	vīl'lage	wīfe	yārd
trīck	vīnes	wīg'wām	yēars
trīs	vī'o lets	wild	yēl'lōw
trīm	vīs'it	wild'ly	yōung

NOTE.—Derivatives, when regularly formed, are not, as a rule, inserted in the lists of New Words, except in cases where they occur in the reading-lessons earlier than their root-forms.

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